

**COMPETENCIES AND SKILLS**

**REQUIRED FOR**

**TEACHER CERTIFICATION**

**IN FLORIDA**

**THIRTEENTH EDITION**



Florida Department of Education  
[www.fldoe.org](http://www.fldoe.org)

---

---

Developed, produced, and printed under the authority of the Florida Department of Education

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Florida K-20 education system, as enumerated in Section 1000.04, Florida Statutes.

Permission is NOT granted for distribution or reproduction outside the State system of public education or for commercial distribution of the copyrighted materials without written authorization from the Department of Education. Questions regarding use of these copyrighted materials are to be addressed to

FTCE Administrator  
Florida Department of Education  
325 West Gaines Street, Suite 414  
Tallahassee, Florida 32399-0400

Copyright 2008  
State of Florida  
Department of State

---

---

**Florida Teacher Certification Examination  
Competencies and Skills  
Thirteenth Edition**

Introduction

Effective July 1, 1988, the Florida Legislature expanded the Florida Teacher Certification Examination (FTCE) to include tests of subject matter knowledge in the certification areas (Section 1012.56, Florida Statutes).

On March 28, 1989, the State Board of Education amended State Board of Education Rule 6A-4.0021, FAC, to include revised competencies and skills for the professional skills part of the FTCE and new competencies and skills for the subject area examinations in the following certification areas:

Biology 6–12	Physical Education K–8
Computer Science K–12	Physical Education 6–12
Earth/Space Science 6–12	Physically Impaired K–12
Emotionally Handicapped K–12	Political Science 6–12
Geography 6–12	Reading K–12
Guidance and Counseling PK–12	School Psychologist PK–12
History 6–12	Specific Learning Disabilities K–12
Journalism 6–12	Speech-Language Impaired K–12
Mentally Handicapped K–12	Varying Exceptionalities K–12

This was printed as *Competencies and Skills Required for Teacher Certification in Florida*.

On March 13, 1990, the State Board of Education amended the rule to include competencies and skills in the following additional certification areas:

Art K–12	Mathematics 6–12
Chemistry 6–12	Middle Grades English 5–9
Drama 6–12	Middle Grades General Science 5–9
Economics 6–12	Middle Grades Mathematics 5–9
Educational Media Specialist PK–12	Middle Grades Social Science 5–9
Elementary Education 1–6	Music K–12
English 6–12	Physics 6–12
French K–12	Primary Education K–3
German K–12	Social Science 6–12
Health K–12	Spanish K–12
Hearing Impaired K–12	Speech 6–12
Latin K–12	

This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Second Edition*.

On March 26, 1991, the State Board of Education amended the rule to include competencies and skills in the following additional certification areas:

Business Education 6–12	Preschool Education N–PK
Home Economics 6–12	Psychology 6–12
Humanities K–12	Sociology 6–12
Occupational Specialist	Visually Impaired K–12

This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Third Edition*.

On October 26, 1993, the State Board of Education amended the rule to include competencies and skills in the following additional certification areas:

English to Speakers of Other Languages K–12  
Prekindergarten/Primary PK–3  
Preschool Education (Birth–Age 4) (a revision of the previous Preschool Education N–PK)

This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Fourth Edition*.

On March 16, 1995, the State Board of Education amended the rule to include competencies and skills in the following certification areas:

Agriculture 6–12  
Industrial Arts-Technology Education 6–12  
Marketing 6–12

This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Fifth Edition*.

On August 12, 1999, the State Board of Education amended the rule to include revisions to the competencies and skills in the following areas:

Professional Education	Mentally Handicapped K–12
Biology 6–12	Middle Grades English 5–9
Computer Science K–12	Middle Grades Math 5–9
Educational Media Specialist PK–12	Music K–12
Emotionally Handicapped K–12	Reading K–12
English 6–12	Spanish K–12
Guidance and Counseling PK–12	Specific Learning Disabilities K–12
Mathematics 6–12	Varying Exceptionalities K–12

This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition*.

On January 29, 2002, the State Board of Education amended the rule to include revisions to the competencies and skills in the following areas:

Business Education 6–12	Home Economics 6–12
ESOL K–12	Middle Grades General Science 5–9
French K–12	Middle Grades Social Science 5–9
Health K–12	Physical Education K–8
Hearing Impaired K–12	Physical Education 6–12
History 6–12	Social Science 6–12

Through the same rule amendment, the State Board of Education adopted competencies and skills in the following new examination areas:

Exceptional Student Education K–12  
General Knowledge  
Kindergarten–Grade 6 (containing subtests in the following areas: Language Arts; Mathematics; Music, Visual Arts, Physical Education, and Health; Science and Technology; and Social Science)

This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Seventh Edition*.

On February 18, 2003, the Florida Board of Education amended the rule to include revisions to the competencies and skills in Professional Education. Through the same rule amendment, the Florida Board of Education adopted competencies and skills in the following new examination areas:

Middle Grades Integrated Curriculum  
Physical Education K–12

Additionally, the subject area Home Economics has been renamed Family and Consumer Science. The competencies and skills pertaining to Home Economics will remain the same under Family and Consumer Science. This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Eighth Edition*

On November 18, 2003, the State Board of Education amended the rule to include revisions to the competencies and skills in the following areas:

Computer Science K–12	Music K–12
Drama 6–12	Reading K–12
English 6–12	Prekindergarten/Primary PK–3
Mathematics 6–12	Social Science 6–12

This was printed as *Competencies and Skills Required for Teacher Certification in Florida, Ninth Edition*.

The following subject areas were no longer administered after June 30, 2004:

Elementary Education 1–6	Primary Education K–3
Emotionally Handicapped K–12	Specific Learning Disabilities K–12
Mentally Handicapped K–12	Varying Exceptionalities K–12
Physically Impaired K–12	

On April 19, 2005, the State Board of Education amended the rule to include revisions to the competencies and skills in the following areas:

Art K–12	Health K–12
Biology 6–12	Physics 6–12
Chemistry 6–12	Preschool Education Birth–Age 4
Earth-Space Science 6–12	Spanish K–12
French K–12	
German K–12	

Examinations in the following subject areas will no longer be administered after June 30, 2005:

Economics 6–12	Physical Education 6–12
Geography 6–12	Political Science 6–12
History 6–12	Psychology 6–12
Physical Education K–8	Sociology 6–12

The discontinued Physical Education tests have been replaced by the **Physical Education K–12** test, which is required for certification in this subject area. Additionally, the subject area **Kindergarten–Grade 6** has been renamed **Elementary Education K–6**. The competencies and skills pertaining to Kindergarten–Grade 6 will remain the same under Elementary Education K–6. These have been printed as *Competencies and Skills for Teacher Certification in Florida, Tenth Edition*

On April 18, 2006, the State Board of Education amended the rule to include revisions to the competencies and skills in the following areas:

Agriculture 6–12	Prekindergarten/Primary PK–3
Elementary Education K–6	Professional Education
ESOL K–12	Reading K–12
Middle Grades English 5–9	Technology Education 6–12*
Middle Grades General Science 5–9	School Psychologist PK–12
Middle Grades Mathematics 5–9	Speech 6–12
Middle Grades Social Science 5–9	Speech Language Impaired K–12

These changes were printed as *Competencies and Skills Required for Teacher Certification in Florida, Eleventh Edition*.

\*The State Board of Education approved a name change for this test from **Industrial Arts/Technology Education** to **Technology Education 6–12** in spring 2006.

On April 17, 2007, the State Board of Education amended Rule 6A-4.0021, FAC, to include revisions to the competencies and skills in the following certification subject areas:

- Computer Science K–12
- Educational Media Specialist PK–12
- Hearing Impaired K–12
- Humanities K–12
- Journalism 6–12
- Latin K–12
- Visually Impaired K–12

These changes were printed as *Competencies and Skills Required for Teacher Certification in Florida, Twelfth Edition*.

On June 17, 2008, the State Board of Education amended Rule 6A-4.0021, FAC, to include revisions to the competencies and skills in the following certification subject areas:

- English to Speakers of Other Languages (ESOL) K–12
- Marketing 6–12
- Reading K–12

These changes were printed as *Competencies and Skills Required for Teacher Certification in Florida, Thirteenth Edition*.



**CONTENTS**  
**Thirteenth Edition**

Test Areas	Section
Professional Education	00
General Knowledge	82
Agriculture 6–12	54
Art K–12	01
Biology 6–12	02
Business Education 6–12	51
Chemistry 6–12	03
Computer Science K–12	05
Drama 6–12	06
Earth-Space Science 6–12	08
Educational Media Specialist PK–12	10
Elementary Education K–6	60
English 6–12	13
English to Speakers of Other Languages (ESOL) K–12	47
Exceptional Student Education K–12	61
Family and Consumer Science 6–12	52
French K–12	15
German K–12	17
Guidance and Counseling PK–12	18
Health K–12	19
Hearing Impaired K–12	20
Humanities K–12	22
Journalism 6–12	23
Latin K–12	24
Marketing 6–12	57
Mathematics 6–12	26
Middle Grades English 5–9	14
Middle Grades General Science 5–9	04
Middle Grades Integrated Curriculum	62

Middle Grades Mathematics 5–9	25
Middle Grades Social Science 5–9	38
Music K–12	28
Physical Education K–12	63
Physics 6–12	32
Prekindergarten/Primary PK–3	53
Preschool Education (Birth–Age 4)	07
Reading K–12	35
School Psychologist PK–12	36
Social Science 6–12	37
Spanish K–12	39
Speech 6–12	41
Speech-Language Impaired K–12	42
Technology Education 6–12	55
Visually Impaired K–12	44

# **Professional Education**

## **Section 00**

# Professional Education

- 1 Knowledge of various types of assessment strategies that can be used to determine student levels and needs (Assessment)**
  1. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.
  2. Interpret assessment data (e.g., screening, progress monitoring, diagnostic) to guide instructional decisions.
  3. Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.
  4. Identify and sequence learning activities that support study skills and test-taking strategies.
  
- 2 Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)**
  1. Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).
  2. Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions).
  3. Identify nonverbal communication strategies that promote student action and performance.
  4. Choose effective communication techniques for conveying high expectations for student learning.
  
- 3 Knowledge of strategies for continuous improvement in professional practices for self and school (Continuous Improvement)**
  1. Identify professional development experiences that will enhance teacher performance and improve student achievement.
  2. Identify ways for using data from learning environments as a basis for exploring and reflecting upon teaching practices.

- 4 Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills (Critical Thinking)**
1. Identify a variety of instructional strategies, materials, and technologies that foster critical thinking.
  2. Identify a variety of instructional strategies, materials, and technologies resources that foster creative thinking.
- 5 Knowledge of cultural, linguistic, and learning style differences and how these differences affect classroom practice and student learning (Diversity)**
1. Identify instructional and interpersonal skills and classroom practices that encourage innovation and create a positive learning climate for all students.
  2. Select materials and strategies that encourage learning about diverse cultural groups.
- 6 Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Ethics)**
1. Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.
  2. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.
- 7 Knowledge of how to apply human development and learning theories that support the intellectual, personal, and social development of all students (Human Development and Learning)**
1. Identify patterns of physical, social, and academic development of students.
  2. Identify motivational strategies and factors that encourage students to be achievement and goal oriented.
  3. Identify activities to accommodate different learning needs, developmental levels, and experiential backgrounds.
  4. Apply knowledge of learning theories to classroom practices.
  5. Identify characteristics of, and intervention strategies for, students with disabilities.

**8 Knowledge of effective reading strategies that can be applied across the curriculum to increase learning (Subject Matter)**

1. Identify effective instructional methods to develop text reading skills (i.e., phonemic awareness, phonics, and fluency).
2. Identify instructional methods and strategies for developing and using content area vocabulary.
3. Identify instructional methods to facilitate students' reading comprehension (e.g., summarizing, monitoring comprehension, question answering, question generating, using graphic and semantic organizers, recognizing text structure, and using multiple strategy instruction) throughout the content areas.
4. Identify strategies for developing critical thinking skills (e.g., analysis, synthesis, evaluation).
5. Identify appropriate references, materials, and technologies for the subject and the students' abilities.
6. Identify methods for differentiating instruction based on student reading data.

**9 Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment (Learning Environment)**

1. Evaluate the appropriateness of the physical environment for facilitating student learning and promoting safety.
2. Identify a repertoire of techniques for establishing smooth, efficient, and well-paced routines.
3. Identify strategies to involve students in establishing rules and standards for behavior.
4. Identify emergency procedures for student and campus safety.

**10 Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with state and district standards (Planning)**

1. Determine instructional long-term goals and short-term objectives appropriate to student needs.
2. Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.
3. Identify materials based on instructional objectives and student learning needs and performance levels.

**11 Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continual improvement of educational experiences of students (Role of the Teacher)**

1. Identify student behavior indicating possible emotional distress, substance abuse, abuse or neglect, and suicidal tendencies.
2. Identify school and community resources and collaborative procedures to meet the intellectual, personal, and social needs of all students.
3. Identify the rights, legal responsibilities, and procedures for reporting incidences of abuse or neglect or other signs of distress.
4. Apply knowledge of the contents of, and the procedures for maintaining, permanent student records.
5. Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).
6. Interpret statewide criterion-referenced assessment data for parents with only rudimentary knowledge of assessment terms and concepts.
7. Interpret national norm-referenced assessment data for parents with only rudimentary knowledge of assessment terms and concepts.

**12 Knowledge of strategies for the implementation of technology in the teaching and learning process (Technology)**

1. Identify appropriate software to prepare materials, deliver instruction, assess student achievement, and manage classroom tasks.
2. Identify appropriate classroom procedures for student use of available technology.
3. Identify policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media.
4. Identify strategies for instructing students in the use of search techniques, the evaluation of data collected, and the preparation of presentations.

**13 Knowledge of the history of education and its philosophical and sociological foundations (Foundations of Education)**

1. Apply historical, philosophical, and sociological perspectives to contemporary issues in American education.
2. Identify contemporary philosophical views on education that influence teaching.

**14 Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency (ESOL)**

1. Identify characteristics of first and second language acquisition.
2. Identify ESOL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction.
3. Identify and apply cognitive approaches, multisensory ESOL strategies, and instructional practices that build upon students' abilities and promote self-worth.

# **Art K–12**

## **Section 01**

# **Art K–12**

## **1 Knowledge of the processes of drawing**

1. Identify and demonstrate knowledge of drawing materials, tools, processes, and visual characteristics.
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, terminology, techniques, and methods appropriate for K–12 instruction.

## **2 Knowledge of the processes of painting**

1. Identify and demonstrate knowledge of painting materials, tools, processes, and visual characteristics.
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, terminology, techniques, and methods appropriate for K–12 instruction.

## **3 Knowledge of the processes of sculpture**

1. Identify and demonstrate knowledge of sculptural materials, equipment, tools, processes, and visual characteristics.
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, equipment, terminology, techniques, and methods appropriate for K–12 instruction.

## **4 Knowledge of the processes of printmaking**

1. Identify and demonstrate knowledge of printmaking materials, equipment, tools, processes, and visual characteristics.
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, equipment, terminology, techniques, and methods appropriate for K–12 instruction.

**5 Knowledge of the processes of ceramics**

1. Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics used in ceramic production.
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, equipment, terminology, techniques, and methods appropriate for K–12 instruction.

**6 Knowledge of the processes of fine crafts**

1. Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics of fine crafts (e.g., wood, metal, glass, fibers).
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, equipment, terminology, techniques, and methods appropriate for K–12 instruction.

**7 Knowledge of the processes of graphic design**

1. Identify and demonstrate knowledge of graphic design purposes, processes, tools, equipment, and materials.
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, equipment, terminology, techniques, and methods appropriate for K–12 instruction.

**8 Knowledge of the processes of photography**

1. Identify and demonstrate knowledge of materials, tools, equipment, processes, and visual characteristics used in photography.
2. Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect.
3. Identify materials, equipment, terminology, techniques, and methods appropriate for K–12 instruction.

**9 Knowledge of computer technology and processes in art**

1. Identify and demonstrate knowledge of computer-based processes, equipment, technology, and materials used for visual learning or for computer-generated imagery.
2. Demonstrate an understanding of the organization of visual and audio elements and the selection of media for expressive effect.
3. Identify materials, equipment, terminology, techniques, and methods appropriate for K–12 instruction.

**10 Knowledge of equipment maintenance, hazardous substances, and safety procedures**

1. Identify hazardous substances that are commonly used in art procedures.
2. Apply knowledge of hazardous substances and safety procedures in an art class.
3. Identify procedures required for maintenance of basic tools and equipment used in art production.

**11 Knowledge of the sources for forming ideas in art**

1. Identify natural and manmade environments as starting points for making art.
2. Identify inner feelings and imagination as starting points for making art.
3. Identify universal themes and socially constructed environments as starting points for making art.
4. Identify existing art as a starting point for making art.

**12 Knowledge of major artists and their works**

1. Identify artists associated with major and diverse schools and art movements.
2. Identify social, historical, and cultural influences on major artists and their works.
3. Identify visual characteristics in works by artists that represent a departure from other works in a given period.
4. Compare the visual characteristics of past and present artists.

**13 Knowledge of art styles, developments, and movements**

1. Distinguish styles of art related to various social, cultural, and historical contexts.
2. Identify components in a work of art that characterize a specific style.
3. Analyze a work of art on the basis of its style.
4. Determine art developments and movements in chronological order.

**14 Knowledge of social, cultural, and historical influences**

1. Identify social, cultural, and historical influences that shape particular art practices.
2. Apply knowledge of social, cultural, and historical influences as they affect interpretation and artistic experience.
3. Identify terminology, equipment, tools, materials, techniques, and technology used in the production of art forms of specific cultures.

**15 Knowledge of art criticism processes**

1. Identify the use of media and techniques in a work of art.
2. Identify sensory materials (i.e., elements of art) in a work of art.
3. Identify compositional devices (i.e., principles of art) in a work of art.
4. Identify theme, subject matter, or emotional impact in a work of art.
5. Judge the relative merit of an art work based on established criteria.

**16 Knowledge of aesthetic philosophies and theories**

1. Identify major philosophies that affect aesthetic theories.
2. Apply major philosophies and aesthetic theories to art.

**17 Knowledge of major theories of learning in art**

1. Identify events and persons instrumental in the historical development of art education.
2. Identify the social and philosophical foundations of art education.
3. Apply theories of child development to curriculum and instruction.

**18 Knowledge of research, professional organizations, and journals**

1. Identify issues and trends in current art research.
2. Identify activities in professional art and art education organizations.
3. Identify purposes of current professional art and art education journals.
4. Identify and interpret resources that can be used to address a range of educational objectives.

**19 Knowledge of equity, fairness, and diversity in art education**

1. Identify modifications and accommodations specific to the instruction of art to meet individual needs of students.
2. Apply instructional strategies to meet the diverse needs and varying exceptionalities of art students.
3. Identify curricula to include various cultural and ethnic groups.

**20 Knowledge of assessment and evaluation in art education**

1. Identify formative and summative methods for evaluation of student learning.
2. Apply evaluative and diagnostic processes to individual works of students.
3. Identify a student's progress in art learning over time.

**21 Knowledge of connections between visual arts, other disciplines, and real-world applications**

1. Identify art skills related to the world of work.
2. Determine art resources and activities within the community.
3. Determine the relationship of art to other disciplines.
4. Identify the roles of visual images in contemporary culture.

# **Biology**

## **6–12**

### **Section 02**

# **Biology 6–12**

## **1 Knowledge of the investigative processes of science**

1. Demonstrate knowledge of the proper use and care of the light microscope.
2. Recognize and distinguish between the types of microscopy and uses.
3. Identify common laboratory techniques (e.g., dissection; preserving, staining, and mounting microscope specimens; preparing laboratory solutions).
4. Identify proper field techniques (e.g., site selection, field procedures, sampling, capture/recapture, transects, collecting techniques, environmental quality assessment).
5. Identify the uses of PCR, chromatography, spectrophotometry, centrifugation, and electrophoresis.
6. Identify terms in a formula (e.g., chemical, ecological, physical) and assess the relationships among the terms.
7. Identify the units in the metric system and convert between dimensional units for one-, two-, and three-dimensional objects.
8. Identify assumptions, observations, hypotheses, conclusions, and theories and differentiate between them.
9. Evaluate, interpret, and predict from data sets, including graphical data.
10. Differentiate the characteristics of scientific research from other areas of learning.
11. Distinguish between accuracy and precision, and between systematic error and random error.
12. Characterize variables and the outcomes for appropriate experimental designs.
13. Recognize that the validity and reliability of scientific knowledge is based on reproducibility of results and statistical significance of results, and is limited by the state of current technology and possible bias.
14. Identify the development of biological knowledge through important historical events, individuals (e.g., Robert Hooke, Mattias Schleiden, Francis Jacob, Jacques Monod), and experimental evidence.
15. Differentiate between qualitative and quantitative data in experimental, observational, and modeling methods of research.
16. Recognize the elements of a well-designed and controlled experiment.
17. Identify evidence of the evolutionary nature of science in the face of new observations.

18. Identify the consistent patterns that govern the occurrence of most natural events.

## **2 Knowledge of the interaction of science, technology, and society, including ethical, legal, and social issues**

1. Identify and analyze areas of scientific research that may contribute to ethical, legal, and social conflicts (e.g., reproductive and life-sustaining technologies; genetic basis for behavior, population growth and control; government and business influences on biotechnology).
2. Identify principles and uses of cloning, genomics, proteomics, and genetic engineering and analyze possible ethical conflicts.
3. Recognize and analyze global environmental challenges that may result from scientific and technological advances and the subsequent resolution of these problems (e.g., CFCs as coolants and ozone depletion; insecticides for protecting crops and pollution events).
4. Analyze the synergistic relationship between basic and applied research, technology, the economy, and public welfare.
5. Analyze the causes and effects of multidrug resistance and globalization on the spread and treatment of human pathogens.
6. Demonstrate knowledge of pertinent legislation and national guidelines (e.g., NABT, ISEF) regarding laboratory safety, hazardous materials, experimentation, and/or the use of organisms in the classroom.

## **3 Knowledge of the chemical processes of living things**

1. Identify the structures, functions, and importance of inorganic and organic compounds (e.g., water, mineral salts, carbohydrates, lipids, proteins, nucleic acids) in cells.
2. Compare and apply the laws of thermodynamics to living systems, including the role of enzymes in biological reactions.
3. Predict the effects of changes in pH, temperature, substrate concentration, and enzyme concentration on enzyme activity.
4. Identify substrates, products, and relationships between glycolysis, Krebs cycle, and electron transport, including the respiration of carbohydrates, fats, and amino acids.
5. Compare end products and energy yields of alcoholic fermentation, lactic acid fermentation, and aerobic respiration.

6. Identify the raw materials and products of C-3 photosynthesis, including the Calvin cycle, light dependent and light independent reactions, and factors that affect their rate.
7. Identify key differences between C-3, C-4, and CAM photosynthesis, and the ecological significance of these pathways.
8. Identify and analyze the process of chemiosmosis in photosynthesis and respiration.
9. Compare heterotrophy and autotrophy and the roles of these processes in the environment.
10. Define antigen and antibody and recognize the antigen-antibody reaction.
11. Compare active and passive immunity, identifying the positive and negative effects of vaccines and inoculations.
12. Evaluate the roles of cell recognition (e.g., cell-to-cell signaling, autoimmune diseases, tissue rejection, cancer, pollen/stigma-style interaction) in normal and abnormal cell activity.
13. Identify the effect of environmental factors on the biochemistry of living things (e.g., UV light effects on melanin and vitamin D production).
14. Identify the roles of ATP and ADP in cellular processes.
15. Compare chemosynthetic and photosynthetic processes and the roles of organisms using these processes in the ecosystem.
16. Identify cell-to-cell communication in living things (e.g., electrical, molecular, ionic).

#### **4 Knowledge of the interaction of cell structure and function**

1. Identify and analyze the major events in the development of the cell theory.
2. Distinguish between the major structural characteristics of prokaryotic and eukaryotic cells.
3. Relate the structure of cell organelles to their functions.
4. Identify and evaluate the events of each phase of the cell cycle ( $G_1$ , S,  $G_2$ , M) and the regulatory mechanisms of the cycle.
5. Compare the mechanisms and results of nuclear division (karyokinesis) and cell division (cytokinesis) in plant and animal cells.
6. Compare characteristics of the major taxa (kingdoms/domains), including cellular characteristics.

7. Evaluate the relationships between the structures and functions of cell membrane elements.
8. Identify and compare active and passive transport mechanisms.

## **5 Knowledge of genetic principles, processes, and applications**

1. Evaluate the relationships between the structure and function of DNA.
2. Identify and sequence the principal events in DNA replication.
3. Identify and sequence the principal events of protein synthesis.
4. Distinguish between the various functions of DNA and RNA.
5. Distinguish between the regulatory systems for prokaryotic and eukaryotic protein synthesis.
6. Evaluate the appropriate application of DNA manipulation techniques (e.g., gene splicing, recombinant DNA, gene identification, PCR technique).
7. Predict the effects of environmental and other influences on gene structure and expression (e.g., viruses, oncogenes, carcinogenic agents, mutagenic agents).
8. Analyze the processes and products of meiosis (e.g., gametogenesis in male and female vertebrates; plant, animal and fungi meiosis) in representative examples from various kingdoms.
9. Differentiate between classical laws of inheritance, their relationship to chromosomes, and related terminology.
10. Analyze applications of probability and chi-square analysis in genetics.
11. Analyze various patterns of inheritance (e.g., sex-linked, sex-influenced, sex-limited, incomplete dominance, autosomal linkage, multiple alleles, polygenic inheritance).
12. Identify the causes of genetic disorders (e.g., point mutation, nondisjunction, translocation, deletion, insertion, inversion, duplication).
13. Identify the effect of a mutation in a DNA sequence on the products of protein synthesis.

## **6 Knowledge of the structural and functional diversity of viruses and prokaryotic organisms**

1. Distinguish the structure and function of viruses and prokaryotic organisms.
2. Identify the effects of viruses (e.g., HIV, influenza, measles, TMV, feline leukemia, genital warts, some human cancers) on organisms.

3. Relate the structures and functions (e.g., morphology, motility, reproduction and growth, metabolic diversity) of prokaryotic organisms to their behavior and identification.
4. Differentiate between the major types of bacterial genetic recombination (i.e., transduction, transformation, and conjugation).
5. Relate microbial processes and products that are helpful or harmful to human beings and their use in biotechnology.

## **7 Knowledge of the structural and functional diversity of protists, fungi, and plants**

1. Identify major types of protists, fungi, and plants.
2. Characterize the relationships of protists, fungi, and plants to other living things.
3. Distinguish between the structures and functions of various plant tissues.
4. Identify the characteristics of vascular and nonvascular plants and relate these characteristics to adaptations allowing these plants to broaden their ecological niches.
5. Identify the functions and survival advantages of the major organs of angiosperms and gymnosperms.
6. Distinguish between the structures of monocots and dicots (e.g., seeds, vascular bundles, venation, flower parts).
7. Identify the major mechanisms (e.g., transport, storage, conservation) in plants and evaluate the survival advantages these mechanisms give to different groups of plants.
8. Analyze the role of major plant growth regulators.
9. Apply concepts of major methods of reproduction in plants, including dispersal mechanisms.
10. Analyze patterns of alternation of generations in various groups of plants and algae.

## **8 Knowledge of the structural and functional diversity of animals**

1. Relate the structures of major animal tissue types to their function.
2. Identify major animal body plans (e.g., symmetry, coelomic character, embryonic origin).
3. Relate the processes of animal growth and development to early embryological development (e.g., embryonic induction, ontogeny recapitulating phylogeny).
4. Relate the structures to functions of circulatory and respiratory systems.

5. Relate the structures to functions of excretory and digestive systems.
6. Relate the structures to functions of endocrine and nervous systems.
7. Relate the structures to functions of integumentary and musculoskeletal systems.
8. Relate the structures to functions of reproductive systems.
9. Relate the structures to functions of the human immune system.
10. Analyze the interconnectedness of animal organ systems.
11. Analyze the effects of feedback loops in human systems (e.g., classical vertebrate hormones, fight or flight).
12. Identify aspects of animal social behavior (e.g., communication and signals, dominance hierarchy, territoriality, aggression, courtship, innate and learned behavior).

## **9 Knowledge of ecological principles and processes**

1. Distinguish between individuals, populations, communities, ecosystems, biomes, and the biosphere.
2. Analyze the relationship between organisms and their niches.
3. Analyze the roles of organisms in the major biogeochemical cycles and processes.
4. Analyze patterns of energy flow in the biosphere.
5. Evaluate factors that affect population composition, growth, size, and geographic distribution.
6. Distinguish between examples of competition, predation, and differing types of symbioses (e.g., parasitism, mutualism, commensalism).
7. Evaluate succession in communities.
8. Identify renewable and nonrenewable resources and compare management strategies for each, including environmental quality assessment and mitigation.
9. Analyze the effects of resource availability on society.
10. Identify the potential local and global economic, aesthetic, and medical consequences of air, land, and water pollution and evaluate proposed solutions.
11. Identify the potential local and global economic, aesthetic, and medical consequences of global warming and evaluate proposed solutions.

12. Analyze the local and global consequences of loss of biodiversity.
13. Characterize ecosystems unique to Florida (i.e., terrestrial, marine, freshwater) and identify indicator species of each.

## **10 Knowledge of evolutionary mechanisms**

1. Compare evolution by natural selection with other theories (e.g., Lamarck, Darwin).
2. Analyze the classical species concept and its limitations.
3. Compare systems of classification (e.g., classical taxonomy, phenetics, cladistics).
4. Apply a taxonomic key to a set of objects.
5. Analyze variation within a species and its relationship to changes along an environmental cline.
6. Identify factors affecting speciation and evolution in general (e.g., mutation, recombination, isolation, sexual reproduction and selection, genetic drift, plate tectonics and geographic distribution).
7. Evaluate the role of mutation, recombination, isolation, sexual reproduction and selection, genetic drift, and plate tectonics and geographic distribution on evolution.
8. Compare the concepts of punctuated equilibrium and gradualism.
9. Distinguish between examples of evidences for evolutionary theory (e.g., biochemical, morphological, embryological, paleontological).
10. Analyze aspects of modern theories on the origin of life on Earth.
11. Recognize general evolutionary trends as they relate to major taxa.
12. Apply the Hardy-Weinberg formula and identify the assumptions upon which it is based.

# **Chemistry**

## **6–12**

### **Section 03**

# Chemistry 6–12

## 1 Knowledge of the nature of matter

1. Differentiate between pure substances, homogeneous mixtures, and heterogeneous mixtures.
2. Determine the effects of changes in temperature, volume, pressure, or quantity on an ideal gas.
3. Apply units of mass, volume, and moles to determine concentrations and dilutions of solutions.
4. Analyze the effects of physical conditions on solubility and the dissolving process.
5. Evaluate problems relating colligative properties, molar mass, and solution concentrations.
6. Analyze the effects of forces between chemical species on properties (e.g., melting point, boiling point, vapor pressure, solubility, conductivity) of matter.
7. Solve problems involving an intensive property (e.g., density, specific heat) of matter.
8. Differentiate physical methods (e.g., chromatography, filtration, extraction) for separating the components of mixtures.

## 2 Knowledge of energy and its interaction with matter

1. Distinguish between different forms of energy (e.g., thermal, electrical, nuclear).
2. Relate temperature and heat to kinetic molecular theory.
3. Interpret a phase diagram of a pure substance.
4. Interpret a heating/cooling curve of a substance.
5. Calculate thermal changes in chemical reactions, such as heats of reaction, heats of formation, and/or heats of combustion, from data.
6. Analyze entropy changes during solution formation, phase changes, and chemical reactions.
7. Predict spontaneity of a chemical process given initial and final values of free energy, temperature, enthalpy, and/or entropy.
8. Relate regions of the electromagnetic spectrum to the energy, wavelength, and frequency of photons.

9. Relate regions of the electromagnetic spectrum to their effect on chemical or physical properties of matter.
10. Analyze energy transformations in physical and biological systems (e.g., energy from the Sun to electricity, from food consumption to physical activity).

### **3 Knowledge of bonding and molecular structure**

1. Identify the basic theory and applications of spectroscopy (e.g., MRI, x-ray, mass spectrometry, UV, microwave, NMR, IR).
2. Identify types and examples of metallic, ionic, and covalent (polar and nonpolar) bonds.
3. Apply electronegativity to bond type.
4. Identify characteristics of simple organic compounds.
5. Given the structural formula for a simple organic compound, identify the hybridization of the atoms.
6. Identify sigma and pi bonds in a compound.
7. Interpret the information derived from the following models: Lewis electron dot structures, valence shell electron pair repulsion (VSEPR) theory, and molecular orbital (M/O) theory.
8. Select the most probable Lewis electron dot structure for an ionic or covalent formula (e.g.,  $\text{CO}_2$ ,  $\text{Na}_2\text{CO}_3$ ) that follows the octet rule.
9. Predict geometry of simple molecules (e.g., symmetry elements).
10. Predict polarity of simple compounds.
11. Predict physical or chemical properties based upon the type of bonding involved.
12. Identify an inorganic chemical formula (ionic or molecular), given the name.
13. Select the name of an inorganic chemical compound (ionic or molecular), given its formula.
14. Identify properly named formulas for simple organic compounds.
15. Identify common organic functional groups.
16. Differentiate between the structures of common biochemical compounds, such as lipids, amino acids, carbohydrates, and nucleic acids.

#### **4 Knowledge of chemical reactions and stoichiometry**

1. Balance chemical equations.
2. Given common chemical species and reaction conditions, predict probable reaction products.
3. Solve mass-mass stoichiometry problems.
4. Solve mass-gas volume stoichiometry problems.
5. Solve solution stoichiometry problems.
6. Solve stoichiometry problems with limiting reactants.
7. Determine empirical formulas from experimental data.
8. Analyze the effects of concentration, temperature, pressure, surface area, and the presence or absence of catalysts on the rates of reaction.
9. Assess the effects of changes in concentration, temperature, or pressure on a state of a system initially at equilibrium (Le Chatelier's principle).
10. Determine rate laws from concentration and rate data.
11. Calculate either the equilibrium constant or concentration of a reaction species at equilibrium (e.g.,  $K_a$ ,  $K_b$ ,  $K_{sp}$ ,  $K_w$ ,  $K_{eq}$ ).
12. Identify the characteristics of a chemical system in dynamic equilibrium.
13. Identify major characteristics of strong and weak acids or bases.
14. Evaluate the properties of buffer systems.
15. Interpret graphical and numerical titration data.
16. Identify oxidation-reduction processes.
17. Balance incomplete redox equations in acidic and basic solutions.
18. Determine the spontaneity of a chemical reaction using standard reduction potentials.
19. Identify the characteristics of biochemical and fossil fuel combustion reactions.
20. Solve problems related to pH of strong acids or bases.
21. Analyze electrolytic and/or voltaic cells.

## **5 Knowledge of atomic theory and structure**

1. Using the periodic table, determine the number of protons, neutrons, and electrons in a specific isotope of an atom or ion.
2. Using the periodic table, relate the physical properties of atoms and ions to the elements' positions on the table.
3. Using the periodic table, relate the chemical reactivity of elements to their positions on the table.
4. Using the periodic table, determine electron configurations for main group and transition elements.
5. Relate chemical activity to electron configuration.
6. Identify characteristics of the wave and particle nature of matter.
7. Identify characteristics of unstable nuclei and the particles and energies emitted.
8. Given measurable quantities, calculate parameters of radioactive decay.
9. Balance simple nuclear equations.
10. Analyze the processes of nuclear fission and fusion, including interconversion of mass and energy.
11. Identify electron density distribution diagrams and characteristics for s, p, and d orbitals (e.g., nodes).

## **6 Knowledge of the nature of science**

1. Identify the characteristics and components of scientific inquiry.
2. Identify how the characteristics of scientific research differ from those of other areas of learning.
3. Identify variables in a given experimental design.
4. Identify bias in an experimental design.
5. Evaluate, interpret, and predict from empirical data.
6. Interpret graphical data.
7. Analyze the relationship between experimental observations and underlying assumptions, hypotheses, conclusions, laws, or theories.

8. Relate experimental evidence to models.
9. Differentiate between the uses of qualitative and quantitative data.
10. Analyze the relationship between basic scientific research and applied research, technology, the economy, or the public good.
11. Identify how science and society influence each other.
12. Identify evidence of the progressive development of science.
13. Analyze natural events for evidence of patterns.

## **7 Knowledge of measurement**

1. Convert between dimensional units for 1, 2, and 3 dimensional measurements.
2. Analyze the dimensional units of a mathematical formula.
3. Identify prefixes (e.g., kilo-, milli-, nano-) used in scientific measurements.
4. Distinguish between accuracy and precision and between systematic and random error.
5. Apply the correct number of significant figures in measurements or calculations.
6. Relate the Celsius, Fahrenheit, and Kelvin temperature scales as they pertain to the physical properties of water.
7. Convert between different units of energy.

## **8 Knowledge of appropriate laboratory use and procedures**

1. Identify appropriate chemistry laboratory procedures for the safe storage, use, and disposal of materials and equipment.
2. Choose the correct laboratory equipment for a particular procedure.
3. Identify emergency procedures and safety equipment needed in the science laboratory and classroom.
4. Identify the areas of teacher liability and responsibility in science-related activities.
5. Demonstrate knowledge of pertinent legislation and national guidelines regarding laboratory safety, hazardous materials, experimentation, and accommodations for special needs students (e.g., American Chemical Society, National Science Teachers Association).

# **Middle Grades General Science 5–9**

## **Section 04**

# **Middle Grades General Science 5–9**

## **1 Knowledge of the structure and behavior of matter**

1. Identify the physical and chemical properties of matter (e.g., mass, volume, density, chemical reactivity).
2. Distinguish between the states of matter (e.g., solid, liquid, gas, plasma).
3. Apply knowledge of the gas laws (e.g., relationships between temperature, pressure, volume of gases).
4. Identify the major discoveries in the development of the atomic theory.
5. Identify the characteristics of elements, compounds, and mixtures.
6. Apply knowledge of symbols, formulas, and equations for common elements and compounds, and their reactions.
7. Identify characteristics and functions of the components of an atom.
8. Identify chemical or physical properties of elements based on their placement on the periodic table.
9. Identify characteristics of types of chemical bonding (e.g., covalent, ionic, metallic, hydrogen).
10. Identify types of chemical reactions and their characteristics.

## **2 Knowledge of forces and motion and their relationship**

1. Differentiate between the types and characteristics of forces (e.g., electrical, magnetic, nuclear, gravitational, frictional).
2. Identify applications of Newton's laws of motion.
3. Solve problems involving force and motion.
4. Identify types, characteristics, and properties of waves (e.g., sound, electromagnetic, seismic, water).
5. Identify characteristics of wave phenomena (e.g., intensity, refraction, diffraction, interference, Doppler effect, wave-particle duality) as they apply to everyday situations.
6. Identify causes, characteristics, and examples of electricity (e.g., static, current).
7. Apply knowledge of currents, circuits, conductors, insulators, and resistors to everyday situations.

8. Identify types of magnets and characteristics of magnetic fields.
9. Apply knowledge of magnets and magnetic fields to everyday situations.
10. Identify characteristics of motion (e.g., speed, velocity, acceleration, distance, time, units of measurement).

### **3 Knowledge of energy and its effects**

1. Relate energy to transitions between states of matter.
2. Distinguish between temperature, heat, and thermal energy.
3. Distinguish between the types of thermal energy transfer (e.g., radiation, conduction, convection).
4. Apply the laws of thermodynamics to real-world situations.
5. Differentiate between potential and kinetic energy.
6. Identify characteristics of nuclear reactions.
7. Identify the regions of the electromagnetic spectrum and energy associated with each.
8. Identify the use of light and optics in practical applications (e.g., optical instruments, communication).
9. Solve problems involving energy, work, power, mechanical advantage, and efficiency.
10. Apply the law of conservation of mass and energy to chemical reactions, nuclear reactions, physical processes, and biological processes.
11. Identify types, characteristics, and measurement of electrical quantities.
12. Solve mathematical problems involving current, voltage, power, and energy in direct current (DC) circuits.

### **4 Knowledge of Earth and the processes that affect it**

1. Relate geologic processes to the movement of tectonic plates.
2. Identify characteristics of geologic structures and the mechanisms by which they were formed.
3. Identify the characteristics of geologic eras (e.g., geologic events, biotic factors, abiotic factors).

4. Apply methods for determining geologic age.
5. Interpret various map types, including topographic, geologic, and weather maps, that contain symbols, scales, legends, directions, time zones, elevations, latitudes, and longitudes.
6. Identify characteristics of ocean currents and their formations.
7. Identify characteristics of seafloors, shorelines, estuaries, and sea zones.
8. Identify chemical and physical properties of ocean water.
9. Identify major classifications of rocks, minerals, and fossils and processes by which each is formed.
10. Identify properties of major types of rocks, minerals, and soils.
11. Apply knowledge of the processes of weathering, erosion, and deposition.
12. Identify the features, functions, and characteristics of the atmospheric layers.
13. Relate atmospheric conditions to weather.
14. Identify the relationship between climate, landforms, and continental drift in both past and present.
15. Identify the movement of water in the hydrologic cycle, including sources of water, types of precipitation, and causes of condensation.
16. Identify ways in which earth and water interact (e.g., soil absorption, runoff, leaching, groundwater, karst topography).
17. Identify natural and man-made methods of water storage (e.g., aquifers, reservoirs, water sheds).
18. Interpret processes that affect Earth by applying chemical and physical laws.

## **5 Knowledge of space science**

1. Identify consequences of Earth's motions and orientation (e.g., seasons, tides, lunar phases).
2. Compare characteristics of stars.
3. Identify devices and techniques for collecting and analyzing data about stars and other celestial objects.

4. Interpret astronomical data (e.g., spectral analysis, retrograde motion).
5. Identify the components of the solar system (e.g., Kuiper belt, Oort cloud), their individual characteristics, and how they interact (e.g., solar winds, impacts, gravitation attraction).
6. Identify structures in the universe in terms of formation, age, location, characteristics, and evolution of the universe.

## **6 Knowledge of processes of life**

1. Identify the relationships between biological processes and the chemical nature of life.
2. Distinguish between prokaryotes and eukaryotes.
3. Relate cell organelles to their functions.
4. Identify the sequence of events, the significance of the process, and the consequences of irregularities of mitosis and meiosis.
5. Apply principles of Mendelian genetics in working monohybrid and dihybrid crosses and crosses involving linked genes.
6. Apply principles of human genetics, including relationships between genotypes and phenotypes and causes and effects of disorders.
7. Identify the role of deoxyribonucleic acid (DNA) and ribonucleic acid (RNA) in protein synthesis and replication.
8. Classify organisms based on the levels of biological taxonomy.
9. Identify microorganisms and their characteristics.
10. Differentiate between structures and functions of plant and animal cells and their organelles.
11. Identify plant structures and their functions.
12. Identify the major steps of plant processes (e.g., photosynthesis, respiration, transpiration, reproduction).
13. Identify the major steps of animal physiological processes (e.g., digestion, respiration, circulation, reproduction).
14. Identify the structures and functions of the organs and organ systems of various kinds of animals, including humans.
15. Identify patterns of animal behavior (e.g., territorial, social communication, learned, instinctive).

**7 Knowledge of the effects of physical and biological factors on the environment**

1. Identify components and sequences of biogeochemical cycles (e.g., carbon, oxygen, hydrogen, nitrogen).
2. Identify issues related to the development, use, and conservation of natural resources.
3. Relate environmental factors to the adaptation and survival rates of organisms.
4. Identify the major characteristics of world biomes and communities, including succession and interrelationships of organisms.
5. Identify how biotic and abiotic factors influence environmental conditions (e.g., population density, ozone depletion, greenhouse effect).
6. Identify interactions between microorganisms and the environment.
7. Identify the effects of homeostasis on the survivability of a biologic entity.
8. Relate the interactions of biotic and abiotic factors within a system to the flow of matter and energy.
9. Identify the relationship between physical and biological factors and Florida's ecosystems.

**8 Knowledge of classroom and laboratory management**

1. Identify procedures for proper use, care, and handling of organisms.
2. Identify the appropriate use and management of laboratory equipment for specified activities.
3. Identify appropriate alternative sources of and substitutions for laboratory materials.
4. Identify the accepted State and local procedures for safe preparation, use, storage, and disposal of chemicals and other materials.

**9 Knowledge of process skills and application of scientific inquiry**

1. Apply knowledge of the science processes of observing, inferring, communicating, classifying, and predicting.
2. Apply knowledge of the science processes of measuring and graphing.
3. Apply knowledge of designing and performing scientific investigations (e.g., forming hypotheses, controlling variables, defining operationally, interpreting data).
4. Apply knowledge of using indirect evidence and models.

5. Identify historical figures and their contributions to the development of scientific thought.
6. Apply knowledge of mathematics and technology to scientific investigation.
7. Identify student misconceptions by analyzing student work.
8. Identify appropriate strategies for teaching scientific inquiry.



# **Computer Science K–12**

## **Section 05**

# Computer Science K–12

## 1 Knowledge of problem solving and algorithms

1. Distinguish between object-oriented and procedural programming paradigms.
2. Identify the stages of the software development process (i.e., problem definition, analysis, design, implementation, testing, maintenance).
3. Identify an appropriate algorithm for a given problem.
4. Trace an algorithm and predict outputs for a given input.
5. Identify a minimum set of data necessary for testing a computer solution.
6. Identify problems appropriate for computer solution.
7. Distinguish between the classes of algorithmic constructs (i.e., sequence, decision, iteration).
8. Identify appropriate and efficient search algorithms for linear structures (i.e., sequential and binary).
9. Identify appropriate and efficient structures for searchable data (i.e., linear lists, binary search trees, hash tables).
10. Identify appropriate and efficient sorting algorithms for data sets (e.g., selection, insertion, merge, quick sort).
11. Identify string-processing algorithms (e.g., concatenation, substring extraction, pattern matching).

## 2 Knowledge of data types and structures

1. Distinguish between local and global identifiers in a procedural program.
2. Distinguish between constants and variables.
3. Distinguish between integer, floating point, character, Boolean, and object data types.
4. Distinguish between data structures or types (e.g., arrays, strings, linked lists, trees, hash tables, records, files, stacks, queues, sets, maps).
5. Distinguish between instance, class, and local (method) variables in an object-oriented program.
6. Identify components of class declarations for an object-oriented program (i.e., instance and class variables, constructors, methods).

7. Distinguish between public and private methods in an object-oriented program.
8. Identify key features of object-oriented programs (i.e., encapsulation, inheritance, polymorphism).

**3 Knowledge of computer programming (All programming will be done in Logo, Visual Basic, C++, and Java)**

1. Predict the output of a given program containing sequential, conditional, or iteration statements.
2. Complete a program segment involving only sequential execution when given an incomplete program with a specified output.
3. Complete a program segment for a specified output given an incomplete program containing conditionals.
4. Debug a program containing an error involving conditional and iteration statements.
5. Predict the output of a program segment involving subroutines, functions, or methods.
6. Debug a program segment containing an error associated with subroutines, functions, or methods.
7. Predict the output of a program segment involving interacting objects.
8. Debug a program segment containing an error involving interacting objects.
9. Predict the output of a program segment involving parameters passed by value or reference.
10. Identify error types (i.e., syntax, runtime, logic).
11. Identify the purposes of internal and external program documentation.
12. Identify appropriate internal documentation for a group of program statements.
13. Identify appropriate preconditions or postconditions for given functions or methods.
14. Identify the strengths or weaknesses of object-oriented and procedural languages.

**4 Knowledge of computer hardware**

1. Identify the components of a computer system and their functions (i.e., input, output, processing, storage).
2. Distinguish between serial and data transfers.

3. Identify the major internal components of a microprocessor and their functions.
4. Identify the advantages and/or disadvantages of various storage media.

## **5 Knowledge of computer software**

1. Identify the functions of a computer operating system.
2. Identify the advantages and/or disadvantages of programs that are compiled or interpreted.
3. Identify the features and functions of productivity software (e.g., word processing, spreadsheet, database, presentation, multimedia, Web authoring).

## **6 Knowledge of computer networking**

1. Distinguish between various types of wired and wireless computer networks.
2. Identify the advantages and/or disadvantages of networked computing.
3. Identify the functions of the components of a network (e.g., servers, routers, switches, access points, workstations).
4. Identify features and functions of security software (e.g., firewalls, antivirus programs, filtering software, encryption).
5. Identify the advantages and/or disadvantages of different types of Internet connectivity.
6. Identify features and functions of digital communications (e.g., e-mail, instant messaging).
7. Identify features and functions of Hypertext Markup Language (HTML).
8. Identify features and functions of Web browsers.
9. Identify features and functions of search engines.

## **7 Knowledge of the social, environmental, ethical, and legal issues of computer technologies**

1. Identify examples of appropriate use (e.g., software licensing, archival copying, fair use of copyrighted materials) and misuse (e.g., plagiarism, music and video piracy) of intellectual property.
2. Identify threats to privacy from centralized databases and commercial use of the Internet.
3. Identify examples of malicious interference with computer systems (e.g., viruses, worms, hacking, spam, spyware, denial-of-service attacks).

4. Identify the positive and negative impacts of computer technology.
5. Identify the roles and responsibilities of computer science professionals.

**8 Knowledge of the history of computer technology**

1. Identify important contributions of individuals or groups to the development of computer technology.
2. Identify generational milestones in the historical development of computer technology.

**9 Knowledge of computer science pedagogy**

1. Identify effective management strategies for teaching computer science (e.g., laboratory work, cooperative learning, electronic communications).
2. Identify appropriate instructional strategies for teaching computer science (e.g., case studies, role-playing, manipulatives, visualizations, simulations, modeling).
3. Identify appropriate assessment strategies for teaching computer science.
4. Identify appropriate accommodations and adaptations for students (e.g., students with exceptionalities, English language learners, students from various socioeconomic levels).



# **Drama**

## **6–12**

### **Section 06**

# **Drama 6–12**

## **1 Knowledge of acting**

1. Identify basic physiological processes of voice production.
2. Identify methods and purposes of physical and vocal warm-ups.
3. Identify common acting terms.
4. Identify various methods and approaches to actor training.
5. Identify the techniques for developing characterization.
6. Identify basic principles of stage movement and stage combat.
7. Identify basic techniques of pantomime.
8. Assess applications of improvisation techniques.
9. Differentiate between acting for multimedia and acting for the stage.

## **2 Knowledge of creative dramatics**

1. Identify the objectives and fundamental processes of creative dramatics.
2. Identify methods and approaches to using creative dramatics in the classroom.

## **3 Knowledge of theatre production and design**

1. Identify theatre safety practices.
2. Identify theatre production terminology.
3. Interpret basic ground/floor plans and elevations.
4. Identify basic elements of set construction and materials.
5. Identify basic elements and techniques of scene design and scene painting.
6. Identify basic elements and techniques of property design, materials, and construction.
7. Identify basic lighting design, techniques, and equipment.
8. Identify basic sound design, techniques, and equipment.

9. Identify basic elements of costume design and construction.
10. Identify basic makeup design, techniques, and materials.
11. Analyze solutions to facility problems.
12. Identify stage management responsibilities.
13. Identify theatre management responsibilities.
14. Identify production staff and basic crew responsibilities.
15. Identify ways of using computers in theatre production, management, and design.
16. Differentiate between production and design techniques for multimedia and the stage.

#### **4 Knowledge of dramatic literature and criticism**

1. Identify basic theatre styles and genres.
2. Identify and apply elements of plot structure and play analysis.
3. Identify the influences of major theorists and their works.
4. Identify cultural, political, and historical influences on dramatic literature.
5. Identify significant classical and contemporary contributions from diverse cultures.
6. Identify elements of assessment and critical reviewing for performance and production.
7. Identify the role and responsibilities of the dramaturg.

#### **5 Knowledge of theatre history**

1. Identify major periods in world theatre history.
2. Identify the influence of the major periods of world theatre on the design of the performance space.
3. Identify major theatre artists (e.g., playwrights, directors, designers, choreographers, performers) and their contributions.
4. Identify major periods in American theatre.
5. Identify significant dramatic works from the major periods of world theatre.
6. Identify contributors to and major developments in musical theatre.

## **6 Knowledge of directing**

1. Identify criteria for script selection and procedures for securing scripts and production rights.
2. Analyze a script as it pertains to production elements.
3. Identify and interpret staging techniques.
4. Identify sources for researching a production.
5. Identify elements of the casting procedure and audition process.
6. Identify elements of the directing process.
7. Identify elements of the rehearsal process.
8. Identify the legal responsibilities of the director.
9. Identify the basics of directing a musical production.

## **7 Knowledge of playwriting**

1. Identify the elements of dramatic form (e.g., plot, character, conflict, resolution, setting, dialogue, theme) as they apply to playwriting.
2. Differentiate between writing for multimedia and writing for the stage.

## **8 Knowledge of career opportunities**

1. Identify career opportunities in theatre and the entertainment industry.
2. Identify advanced educational opportunities.
3. Identify professional theatre organizations and their functions.
4. Identify professional theatre and trade publications.

# **Preschool Education (Birth–Age 4)**

## **Section 07**

# **Preschool Education (Birth–Age 4)**

## **1 Knowledge of child development from conception to age 8**

1. Identify the developmental domains of physical, cognitive, language acquisition, self-help, and social-emotional development.
2. Identify factors that may contribute to atypical development.
3. Identify the major influences of biology, environment, health and nutrition, socioeconomics, family, community, and societal attitudes on child development.
4. Identify prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability.

## **2 Knowledge of early childhood foundations, standards, professional practices, and professional development**

1. Identify the major historical theorists and their contributions to child development.
2. Identify State standards and national standards, policies, and position statements for young children.
3. Recognize minimal State licensing standards and competency areas for State recognized accreditation that apply to early education and care programs and settings.
4. Identify the roles and responsibilities of early care and education professionals.
5. Identify procedures for protecting the rights of children, families, and professionals.
6. Identify ethical conduct for early care and education professionals.
7. Identify the components of a cooperative team approach.
8. Identify methods for professional development.
9. Identify federal and State supported programs that provide services for young children and their families.

## **3 Knowledge of contemporary research, trends, and issues in early childhood**

1. Identify the impact of federal and State laws on early care and education.
2. Identify resources and strategies for collaborating with other community professionals to support children and their families.

3. Identify professional organizations, research publications, and activities in the fields of early childhood education and early childhood special education.
4. Identify indicators of high quality early care and education.

#### **4 Knowledge of cultural and linguistic diversity**

1. Identify activities designed to avoid bias and stereotyping.
2. Recognize appropriate strategies and activities that provide for the communication and language needs of children and families with limited English proficiency.
3. Identify appropriate strategies for working with diverse family structures, patterns, and values.
4. Identify accommodations for cultural, linguistic, and literacy differences.

#### **5 Knowledge of issues and strategies for engaging families and communities**

1. Determine appropriate procedures for facilitating the transitions of children and their families from one setting to another.
2. Identify strategies and models for encouraging, facilitating, and incorporating family and community involvement in all phases of early childhood education.
3. Identify barriers that limit access to high quality care or services.
4. Select effective communication techniques to use with families.
5. Select appropriate techniques for identifying family concerns, priorities, and resources as they relate to developing a family support plan.

#### **6 Knowledge of curriculum and developmentally appropriate instructional practices**

1. Identify major curriculum models.
2. Identify activities that provide a creative, relevant, and success-oriented environment.
3. Identify activities that support the development of language arts, mathematics, science, and social studies concepts.
4. Identify activities that promote aesthetic learning through visual arts, music, movement, and drama.
5. Identify developmentally appropriate uses of technology with young children.

6. Identify the impact of research, events, and advances in technology on curriculum and instructional strategies in early childhood.
7. Identify developmentally appropriate practices that accommodate different learning styles, multiple intelligences, and varying ability levels.
8. Identify activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.
9. Identify schedules that provide a variety of indoor and outdoor learning experiences and a balance between types of activities: individual and group, small and large group, teacher-initiated and child-initiated, and quiet and active.
10. Identify activities promoting the development of both fine and gross motor skills.
11. Identify emergent and early literacy activities.
12. Identify strategies for enhancing language acquisition and communication skills.
13. Identify strategies for building upon early childhood experiences.
14. Select activities that support the development of critical thinking and problem-solving skills, knowledge of cause-and-effect relationships, and the ability to predict outcomes.
15. Identify ways to organize space, equipment, facilities, and materials to provide opportunities for private and personal space and to create an environment that supports the curriculum, the development of the whole child, and positive behavior.

**7 Knowledge of child guidance and positive behavior support**

1. Identify developmentally appropriate strategies for guiding and managing children's behavior.
2. Identify strategies to develop intrinsic motivation in children.
3. Identify strategies that facilitate the coordination of family and early childhood personnel support for children's positive behavior.

**8 Knowledge of children and families requiring special services**

1. Identify services and programs designed to meet the special needs of children and families.
2. Recognize components of Parts B and C of IDEA (e.g., service coordination, eligibility).
3. Apply the processes for screening, assessing, and staffing of children with special needs.

4. Identify the processes and strategies for developing and implementing an individual educational plan (IEP) and family support plan (FSP) within the context of multidisciplinary, interdisciplinary, and transdisciplinary teams and the family.
5. Identify the procedures for the inclusion of children with special needs in least restrictive and natural environments.
6. Determine strategies for working with children who are at risk.
7. Differentiate between types of disabilities and disorders, their causes, symptoms, and impact on the child and family.
8. Identify federal legislation related to procedural safeguards and due process for children with exceptionalities.

**9 Knowledge of screening, assessment, and evaluation**

1. Distinguish between screening, assessment, and evaluation.
2. Identify appropriate information gathering and nonbiased assessment resources and strategies.
3. Identify measurement terms.
4. Interpret screening and assessment data to identify appropriate intervention, remediation, enrichment, or need for further evaluation.
5. Select approaches for involving families in the evaluative process.
6. Distinguish between multidisciplinary, interdisciplinary, and transdisciplinary models of assessment.
7. Identify methods of program and setting evaluation and uses for evaluation results.

**10 Knowledge of safety and emotional, mental, and physical health**

1. Identify the types and symptoms of common childhood diseases and health concerns.
2. Identify procedures for disease control and prevention.
3. Identify the procedures for administering standard first aid and pediatric cardiopulmonary resuscitation (CPR).
4. Identify procedures for promoting the safety of young children.
5. Identify procedures for maintaining accurate medical and immunization records of children.

6. Identify signs of, and reporting procedures for, child abuse and neglect.
7. Identify strategies that promote healthy living and proper nutrition for children and families.
8. Select strategies for promoting age-specific mental health.
9. Identify the influence of temperament on cognitive, language, and social-emotional development of infants, toddlers, and preschool children.
10. Identify indicators that an individual child may need additional physical and mental health, vision, speech, and/or language screening.

# **Earth-Space Science**

## **6–12**

### **Section 08**

# Earth-Space Science 6–12

## **1 Knowledge of the nature of science**

1. Identify the components of scientific inquiry.
2. Identify the consistent patterns that govern the occurrence of most natural events.
3. Identify examples of the interrelationship between science and society.
4. Analyze the synergistic relationships between basic and applied research, technology, the economy, and the public good.
5. Identify assumptions, observations, hypotheses, conclusions, laws, and theories and differentiate between them.
6. Evaluate, interpret, and predict from data sets.
7. Identify the correct interpretation of graphical data.
8. Differentiate between qualitative and quantitative data in experimental, observational, and modeling methods of research.
9. Identify pertinent legislation and national guidelines regarding laboratory safety, hazardous materials, experimentation, and/or the use of organisms in the classroom.
10. Analyze examples for evidence of the evolutionary nature of science.
11. Distinguish between accuracy, precision, systematic error, and random error, using significant figures appropriately.
12. Characterize variables and the effected outcomes for appropriate experimental designs with minimum bias.
13. Demonstrate knowledge of the metric system.

## **2 Knowledge of the composition, characteristics, and structure of the Earth**

1. Differentiate between the layers of the Earth, including the lithosphere and asthenosphere.
2. Identify minerals by their properties.
3. Identify types of rocks by their properties.
4. Differentiate between the origins of igneous, sedimentary, and metamorphic rocks (i.e., rock cycle).
5. Differentiate between ocean crust and continental crust.

6. Identify geographic and geologic features of the ocean floor.

### **3 Knowledge of the dynamics of the Earth's lithosphere and asthenosphere**

1. Analyze the history of, evidence for, and processes related to plate tectonics (e.g., seafloor spreading, continental drift).
2. Identify patterns of age and composition of the sea floor.
3. Identify the types, causes, and effects of volcanoes.
4. Identify the causes and effects of earthquakes.
5. Analyze and interpret earthquake data.
6. Identify the types and causes of mountain formation.

### **4 Knowledge of the Earth's surface processes**

1. Differentiate between types and effects of weathering and erosion.
2. Identify how the composition of a rock or mineral affects the rate of weathering.
3. Apply the principles and processes of sedimentation.
4. Apply the principles of water transport through sediment and rock (e.g., porosity, pressure, surface tension, permeability).
5. Identify the origin and characteristics of ground and surface water resources.
6. Differentiate between the land forms and deposits created by water, wind, and ice erosion.
7. Identify the impacts of human development on water resources and the Earth's surface processes.

### **5 Knowledge of the interpretation of maps and imagery**

1. Identify surface features from maps, photographs, and satellite images.
2. Interpret topographic (bathymetric) maps.
3. Relate landforms illustrated on maps and imagery to geologic processes.

**6 Knowledge of geologic history**

1. Identify, interpret, and apply appropriate methods of geologic dating.
2. Identify the logical chronological order of physical events.
3. Identify the major life and physical events in each of the geologic eras.

**7 Knowledge of the Earth's resources**

1. Identify renewable and nonrenewable resources.
2. Compare and/or contrast management strategies for renewable and nonrenewable resources.
3. Identify Florida's resources (e.g., geologic, environmental, marine).

**8 Knowledge of the chemistry, physics, and biology of the ocean**

1. Identify the interrelated chemical, physical, and biological characteristics (e.g., salinity, dissolved gases, nutrients, phytoplankton, density, temperature) of seawater.
2. Identify causes and effects of surface circulation.
3. Identify causes and effects of thermohaline (deep water) circulation.
4. Identify the causes, characteristics, and effects of waves and tides.

**9 Knowledge of the coastal ocean**

1. Distinguish between various coastal processes (e.g., wave refraction, reflection, diffraction, rip currents, undertow, longshore currents, beach drift).
2. Identify causes and characteristics of various coastal geomorphic structures (e.g., barrier islands, estuaries, sandbars, capes, deltas, coral reefs).
3. Identify the effects of human activity on the coastal and marine environment.

**10 Knowledge of the composition and dynamics of the atmosphere**

1. Identify atmospheric layers and their properties.
2. Identify sources, characteristics, and movement of air masses (e.g., maritime, continental, arctic, tropical).

3. Identify properties of high- and low-pressure systems, including fronts and severe weather systems.
4. Identify local and global winds (e.g., pressure belts, Coriolis effect, land and sea breezes).
5. Identify the impacts of human activity on air quality and the Earth's processes.
6. Relate energy and phase changes in the water cycle.

#### **11 Knowledge of the Earth's climatic and weather patterns**

1. Identify the influence of geographic features on weather patterns.
2. Identify potential causes and effects of glaciation, global warming, and sea-level changes.
3. Identify the interaction between major climatic and oceanic patterns (e.g., El Niño, coastal climate, global climate change).

#### **12 Knowledge of meteorological observations**

1. Interpret weather maps.
2. Identify the functions of weather instruments, including hygrometers, sling psychrometers, barometers, thermometers, and rain gauges.
3. Identify factors influencing local weather, including temperature, humidity, cloud type, wind direction and speed, and air pressure.
4. Interpret common weather forecasting terminology (e.g., probability of rain, UV index, pollution index, heat indices, pollen count).

#### **13 Knowledge of the meteorology and climatology of Florida**

1. Identify characteristics of Florida's weather systems.
2. Identify meteorological and climatological factors affecting Florida's weather, including seasonal weather patterns.

#### **14 Knowledge of astronomical objects and processes**

1. Identify the characteristics of the various components of the Earth's solar system.
2. Identify types and characteristics of deep space objects (e.g., quasars, galaxies, black holes, nebulae).

3. Interpret the Hertzsprung-Russell diagram with regard to stellar evolution and star characteristics.
4. Interpret data relating to the evolution of the universe and star systems.
5. Evaluate the likelihood of life on celestial objects, given the characteristics of those objects.
6. Identify the causes and effects of the cycles of the Earth, Moon, and Sun system (e.g., seasons, tides, eclipses, precession, moon phases).
7. Assess models of the Sun-Earth-Moon system against observational data.

## **15 Knowledge of space exploration**

1. Identify relative and absolute methods for measurement of celestial distances.
2. Compare functions of major types of astronomical instruments (e.g., x-ray, optical, infrared, radio).
3. Interpret electromagnetic spectra and/or light intensity data from celestial objects.
4. Identify manned and unmanned space explorations and objectives.
5. Identify the major contributions of Aristotle, Copernicus, Kepler, Galileo, Newton, and Einstein to astronomy.

# **Educational Media Specialist PK–12**

## **Section 10**

# **Educational Media Specialist PK–12**

## **1 Knowledge of professional organizations, resources, and national and state guidelines and standards for the library media specialist**

1. Identify state and national school library media professional associations and professional development resources.
2. Identify the major concepts of the national guidelines and their effects on the roles of the school library media specialist.
3. Identify state guidelines for information literacy skills.

## **2 Knowledge of teaching and learning principles of the school library media specialist**

1. Identify strategies for working with diverse learning styles, using the most appropriate media formats to meet specific learning and information needs.
2. Identify the most appropriate media formats to meet a specific learning need.

## **3 Knowledge of the instructional partner responsibilities of the school library media specialist**

1. Identify methods for collaborative instructional planning.
2. Identify methods for keeping abreast of changes in curriculum.
3. Identify the components of an instructional planning process.
4. Identify the school library media specialist's role on the instructional planning team.

## **4 Knowledge of methods for teaching students information literacy**

1. Identify strategies for enhancing students' information literacy competencies.
2. Identify activities for developing students' critical thinking skills.
3. Identify activities whereby students can demonstrate their acquisition of information literacy skills.
4. Identify methods to evaluate the effectiveness of an activity used to develop information literacy skills.
5. Identify methods for motivating and assisting students to use, analyze, and evaluate information.

6. Identify methods for encouraging students to establish the habit of using resources and information agencies for lifelong learning.
  7. Identify information literacy skills integrated within the school curriculum.
  8. Identify information literacy skills necessary for using all media formats.
  9. Identify components of research process models.
- 5 Knowledge of methods of teaching and assisting the school learning community in design and production of various types of media**
1. Identify when it is appropriate to design and produce various types of media.
  2. Determine what media should be produced to meet a specific instructional need.
  3. Identify techniques for planning, designing, and evaluating media.
  4. Identify basic methods of producing resources and presentations, using all available technologies.
- 6 Knowledge of design and delivery of staff development**
1. Identify the elements of effective staff development.
  2. Identify methods for teaching staff how to use equipment.
  3. Identify methods for teaching staff how to select, use, evaluate, and produce media.
  4. Identify methods to assist staff in the application of new and emerging technologies to meet varied learning needs.
- 7 Knowledge of the information specialist responsibilities of the school library media specialist**
1. Identify effective methods for selecting resources that meet the information needs of the learning community.
  2. Identify the characteristics of an effective system (e.g., Dewey Decimal Classification, management systems) for organizing information resources to meet the needs of students and staff.
  3. Identify factors that influence access to information.
  4. Identify relevant information agencies and resources outside the school.

5. Identify considerations necessary for participation in resource sharing (e.g., SUNLINK, Florida Electronic Library).
  6. Identify strategies to provide specific information in response to reference requests.
  7. Identify the most appropriate resources for responding to a specific information need.
  8. Identify strategies used in the reference interview.
- 8 Knowledge of resources in all formats for the learning community**
1. Identify resources that are recognized as outstanding in their medium.
  2. Identify authors who are recognized as outstanding in their genre.
  3. Identify illustrators who are recognized as outstanding in their medium.
- 9 Knowledge of the foundations, designing, planning, and development of a school library media program**
1. Identify the effects of societal changes on the evolution of school library media program standards and guidelines.
  2. Identify the contributions of notable school library leaders.
  3. Identify school and student characteristics that influence the mission of the library media program.
  4. Identify components of strategic planning for a school library media program.
  5. Identify ways the school library media program can support school improvement.
- 10 Knowledge of procedures to assess and evaluate the effectiveness of a school library media program**
1. Identify components, participants, and strategies for a comprehensive evaluation of the school library media program.
  2. Identify strategies for collecting information to determine the impact of the school library media program.
  3. Identify methods and strategies for analyzing and evaluating data to plan modifications to the school library media program.

**11 Comprehension of skills required to plan, prepare, advocate, and administer a budget**

1. Identify methods to effectively plan, prepare, and present a school library media budget based on both the needs of the learning community and the program goals and objectives.
2. Identify funding sources that support library media programs.
3. Identify strategies that will effectively communicate budget needs.

**12 Knowledge of supervision of staff and volunteers for the school library media program**

1. Distinguish between professional responsibilities and paraprofessional activities.
2. Identify appropriate methods to instruct, supervise, and evaluate school library media staff, student assistants, and volunteers.

**13 Knowledge of policies and procedures used in the school library media program**

1. Distinguish between a policy and a procedure.
2. Identify the rationale for and components of a school library media policies and procedures document.

**14 Knowledge of methods for creating an active learning environment**

1. Identify the elements of an effective and ADA-compliant school library media facilities arrangement.
2. Identify factors that affect the school library media center atmosphere.
3. Identify strategies for extending the school library media program beyond the walls of the school library media center.

**15 Knowledge of methods for advocating an effective school library media program**

1. Select methods of identifying users and nonusers of the school library media program.
2. Identify techniques to attract and retain school library media users.
3. Identify strategies to promote and elicit support for the school library media program (e.g., from school-based and district-level administrators, school board members, community).
4. Identify strategies for the dissemination of research findings about the relationship between effective school library media programs and student achievement.

**16 Knowledge of policies and procedures for collection development**

1. Identify the elements of a collection development policy.
2. Identify criteria for evaluating, selecting, and deselecting (weeding) all forms of media, and technology. Identify the characteristics of a collection development plan.
3. Identify selection tools and reviewing sources for a specific need.
4. Apply selection criteria to determine whether a given resource should be included in a collection.
5. Identify methods of communicating policies and procedures for collection development and for ensuring that the collection meets the current needs of the instructional program and learning community.
6. Identify components and vocabulary of the acquisitions process (e.g., processing specifications, book bindings).

**17 Knowledge of policies and processes for managing, cataloging, organizing, circulating, and maintaining resources**

1. Identify the components of a circulation plan that ensures accessibility to resources.
2. Identify the elements of an effective automated library management system.
3. Identify methods to analyze and use data provided by the library management system.
4. Apply standardized techniques to maintain bibliographic integrity.
5. Identify the basic resources used in original cataloging (e.g., Sears List of Subject Headings, Dewey Decimal Classification tables, Library of Congress Classification tables, AACR2R).
6. Identify the fields of a bibliographic record.
7. Identify purposes and procedures (e.g., weeding) for conducting a library media collection inventory.

**18 Comprehension of leadership and interpersonal skills for the school library media specialist**

1. Identify ways to promote collaborative relationships between the school library media staff and the learning community.
2. Identify leadership opportunities and strategies for a school library media specialist's involvement in the school program.
3. Identify leadership opportunities and strategies for a school library media specialist's involvement in the profession.

**19 Knowledge of state and national legislation and its effects on the school library media program**

1. Identify the effects of state legislation on school library media programs.
2. Identify the effects of national legislation on school library media programs.

**20 Knowledge of current professional trends and issues for the school library media program**

1. Identify the implications of various scheduling models.
2. Identify the implications of shared resources on school library media programs.
3. Identify resources that indicate trends in teaching and learning.
4. Identify the impact of standards-based testing on the school library media program.
5. Identify research findings on motivating school learners to use the school library media center.

**21 Knowledge of research related to the school library media program**

1. Identify cornerstone research pertaining to school library media programs and their relationship to student achievement.
2. Interpret research data.
3. Identify ways research can be applied to school library media programs.

**22 Knowledge of professional ethics for the school library media specialist**

1. Identify an ethical course of action for a copyright or plagiarism issue.
2. Identify an ethical course of action related to the principles of intellectual freedom.
3. Identify an ethical course of action for a privacy or confidentiality issue.
4. Identify the impact of court cases pertaining to copyright or First Amendment rights.

**23 Knowledge of methods for providing equity and diversity in the school library media program**

1. Identify appropriate resources for multicultural and multilingual populations.

2. Identify resources that meet the needs of students' various learning styles, abilities, or disabilities.
3. Identify strategies for providing equitable access to school library media resources and services.

## **24 Knowledge of methods for integrating technology**

1. Identify strategies for assessing technology competency and integrating appropriate technology into the instructional program.
2. Identify appropriate electronic or digital resources to complete a variety of information literacy tasks.
3. Identify appropriate electronic or digital resources and technologies for presenting information.
4. Identify adaptive or assistive technology to provide learning opportunities for students of varying abilities.
5. Identify ways to use technology to communicate with the school learning community.

## **25 Knowledge of reading research and strategies**

1. Identify reading promotion activities that support the instructional program, encourage reading for pleasure, and meet individual student interests and needs.
2. Identify various methods of assessing student reading levels.
3. Identify methods for differentiating instruction based on student reading data.
4. Identify ways to incorporate the five scientifically based reading research principles into the school library media program.
5. Identify strategies for integrating literature into the instructional program.
6. Identify effective instructional methods to develop students' reading skills (e.g., fluency, reading comprehension, context clues).
7. Identify instructional methods and strategies to facilitate students' development and use of content area vocabulary.
8. Identify instructional methods to facilitate students' reading comprehension (e.g., summarizing, monitoring comprehension, question answering, question generating, using graphic and semantic organizers, recognizing text structure).

# **English**

## **6–12**

### **Section 13**

# English 6–12

## **1 Knowledge of the English language and methods for effective teaching**

1. Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
2. Identify and apply various approaches to the study of language, usage, grammar, and style.
3. Apply knowledge of standard written English.
4. Identify how audience and purpose affect language.
5. Identify methods of effectively assessing language skills.
6. Identify methods and strategies for teaching English for speakers of other languages.

## **2 Knowledge of writing and methods for effective teaching**

1. Identify and apply techniques to develop a supportive classroom environment for writing.
2. Identify techniques for teaching students to make effective organizational and stylistic choices.
3. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).
4. Select individual, peer, and group activities that support writing processes.
5. Identify effective responses to student writing.
6. Identify a variety of methods to assess student writing.

## **3 Knowledge of the use of the reading process to construct meaning from a wide range of selections**

1. Identify techniques for teaching students to understand organizational structures of literary and informational material.
2. Select effective strategies to analyze text (e.g., word structure, context clues).
3. Identify techniques for teaching students the uses of a wide variety of reference materials.
4. Select appropriate strategies to develop and enhance reading comprehension.
5. Select appropriate methods of assessing student reading progress to determine strengths and weaknesses.

#### **4 Knowledge of literature and methods for effective teaching**

1. Identify various literary devices in both fiction and nonfiction.
2. Identify the characteristics of various literary genres, movements, and critical approaches.
3. Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature.
4. Identify major authors representative of the diversity of American culture.
5. Identify principal periods of British literature and American literature, major authors, and representative works.
6. Identify representative works and major authors of world literature.
7. Identify a variety of appropriate materials, techniques, and methods for teaching literature.
8. Identify representative young adult literature and its contribution to personal, social, and academic development.
9. Identify a variety of appropriate methods for assessing the understanding of literature.

#### **5 Knowledge of listening, viewing, and speaking as methods for acquiring critical literacy**

1. Identify effective speaking skills for various occasions, audiences, and purposes.
2. Identify effective strategies and techniques for listening.
3. Determine appropriate methods and strategies to analyze persuasive techniques used to convey messages in mass media.
4. Analyze media messages to interpret meaning, method, and intent.
5. Evaluate the elements, uses, and effects of media.
6. Identify a variety of methods for assessing listening, viewing, and speaking.
7. Select appropriate technological resources for instructional purposes.

#### **6 Knowledge of the methods for integration of the language arts**

1. Identify methods of integrating language arts.
2. Identify elements of cooperative learning, including grouping strategies, group interactions, and collaboration.

3. Identify appropriate interdisciplinary activities.
4. Identify various elements of an integrated lesson.

**7 Ability to write well on a selection from poetry or prose, including fiction or nonfiction**

1. Analyze a given selection.
2. Demonstrate the ability to organize ideas around a focal point.
3. Exhibit conventions of standard written English.
4. Incorporate relevant content, using ample evidence.
5. Use elements of style that enhance the reader's interest and understanding.

# **Middle Grades English**

## **5–9**

### **Section 14**

# **Middle Grades English 5–9**

## **1 Knowledge of the characteristics of middle grades students as related to the teaching and learning of integrated language arts**

1. Identify the characteristics of cognitive development of middle grades students as they relate to the teaching of integrated language arts.
2. Identify the characteristics of social and emotional development of middle grades students as they relate to the teaching of integrated language arts.

## **2 Knowledge of research and current issues in teaching integrated language arts**

1. Identify current issues in middle grades language arts curricula.
2. Identify research (e.g., formal, informal, action) related to the teaching of integrated language arts.
3. Identify effective interdisciplinary learning experiences within a middle grades classroom.
4. Identify professional resources for middle grades instructors.
5. Identify effective technological resources to use in the integrated middle grades classroom.

## **3 Knowledge of literacy in the integrated language arts**

1. Identify strategies for developing students' lifelong learning and reading habits.
2. Identify methods for constructing meaning from a variety of reading materials.
3. Identify the characteristics of emergent literacy.
4. Identify methods for determining students' reading ability.
5. Identify strategies for using students' first language in their development of literacy in English as a second language.
6. Identify strategies for using students' prior knowledge, experiences, and culture for literacy development.

#### **4 Knowledge of content and strategies for teaching integrated language arts**

1. Identify variations in language across contexts and cultures.
2. Identify individual and peer activities that support the reading and writing processes.
3. Identify appropriate selections from the genres of literature, including adolescent literature.
4. Determine effective strategies for teaching students reading, speaking, listening, and viewing for various purposes.
5. Identify appropriate methods and materials for meeting the learning needs of diverse students.
6. Identify effective strategies for analyzing and evaluating print and nonprint messages (e.g., speeches, advertisements, editorials) for meaning, method, and intent.
7. Identify strategies for teaching students to write for a variety of purposes and audiences.
8. Identify strategies for teaching usage, mechanics, spelling, and vocabulary in the writing process.
9. Identify strategies for incorporating multicultural experiences in reading and writing activities in the integrated language arts.

#### **5 Knowledge of assessment of integrated language arts**

1. Apply results of informal assessments (e.g., anecdotal records, student talk, teacher observations) to instruction.
2. Apply results of the Florida Writing Assessment, Florida Comprehensive Assessment Test Reading, and other standardized tests to instruction.
3. Identify appropriate and effective tools (e.g., rubrics, portfolios) and techniques (e.g., feedback, peer group discussions) for assessing students' progress in the integrated language arts.

#### **6 Ability to write well on a given topic**

1. Analyze a given selection.
2. Organize ideas around a focal point.
3. Incorporate appropriate elements of style to enhance readers' interest and understanding.
4. Incorporate relevant content, using ample supporting details from the selection.
5. Apply conventions of standard English.



# **French**

## **K–12**

### **Section 15**

# **French K–12**

## **1 Knowledge of communication (performance)**

1. Demonstrate proficiency in speaking French by orally responding to a speaker, providing and requesting information, and expressing feelings, emotions, and opinions.
2. Demonstrate proficiency in speaking French by orally presenting cultural information, concepts, and ideas on a variety of topics.
3. Demonstrate proficiency in writing French by presenting, in a written form, concepts, ideas, opinions, and cultural information on a variety of topics.

## **2 Knowledge of communication**

1. Demonstrate proficiency in listening by understanding and interpreting spoken French (e.g., political speech, radio interview, conversation, recitation, lecture) on a variety of topics.
2. Demonstrate proficiency in reading by understanding and interpreting written French on a variety of topics.

## **3 Knowledge of cultures**

1. Identify elements of contemporary cultures in the Francophone world.
2. Identify major figures and ideas and their significance in the visual and performing arts, literature, and music of the Francophone world.
3. Identify major historical, geographic, social, governmental, and economic features of Francophone societies.
4. Identify various viewpoints related to other disciplines as expressed in Francophone media.

## **4 Knowledge of sociolinguistic patterns through comparisons of English and French**

1. Identify various sociolinguistic patterns.
2. Identify cultural differences or similarities in language usage.

## **5 Knowledge of linguistic patterns**

1. Identify the meaning of idioms, cognates, word roots, and derivatives.
2. Identify linguistic features (e.g., spelling, capitalization, punctuation, accent marks).
3. Identify the correct use of linguistic structures.

## **6 Knowledge of pedagogy**

1. Select appropriate methods and materials for teaching listening to, speaking, reading, and writing French.
2. Select appropriate assessment instruments to evaluate proficiency in listening to, speaking, reading, and writing French.
3. Select appropriate methods for teaching the cultures of the Francophone world.
4. Select appropriate assessment instruments to evaluate knowledge of Francophone cultures.
5. Select appropriate strategies and materials for teaching the French language and the literatures and cultures of the Francophone world to diverse populations with a wide range of learning styles and abilities.
6. Select appropriate assessment instruments to evaluate knowledge of the French language and the literatures and cultures of the Francophone world taught to diverse populations with a wide range of learning styles and abilities.
7. Select appropriate strategies for incorporating technology in teaching the French language and the literatures and cultures of the Francophone world.



# **German K–12**

## **Section 17**

# German K–12

## **1 Ability to converse in German at an intermediate-high level (Speaking)**

1. Converse on topics of general interest and daily routine, so that errors in pronunciation and structures do not impede successful communication.

## **2 Comprehension at an advanced level of spoken German passages on topics of general interest**

1. Identify the main idea of a spoken passage or an appropriate summary of a spoken passage.
2. Identify details pertinent to the main idea of a spoken passage.
3. Identify the best response to a question or statement based on a spoken passage.
4. Identify and interpret basic sentence and intonation patterns.

## **3 Ability to write German at an intermediate-high level on topics of general interest and/or dealing with daily routine**

1. Write short passages that express personal preferences, needs, and observations, so that errors in orthography and structure do not impede communication.

## **4 Ability to read at an advanced level German passages on a variety of personal, social, and general topics**

1. Identify the main idea or an appropriate summary of a written passage.
2. Identify details pertinent to the main idea of a written passage.
3. Identify the best response to a question or statement based on a written passage.

## **5 Knowledge of German vocabulary in areas of general interest and application of vocabulary skills**

1. Apply context clues to define words.
2. Apply dictionary skills.
3. Choose the most appropriate translation.

## **6 Knowledge of German grammar and syntax in context**

1. Decline German nouns in singular and plural forms in the nominative, accusative, dative, and genitive cases in context.
2. Identify and analyze determiners in nominative, accusative, dative, and genitive cases in context.
3. Identify and analyze often-used adjectives and adverbs, adjective endings, and comparative and superlative forms in context.
4. Identify and analyze often-used prepositions, da- and wo- compounds, and idiomatic prepositional phrases, including prepositional verb combinations.
5. Identify and analyze often-used verbs in the present, future, simple past, and present/past perfect tenses in context.
6. Identify and analyze often-used modal auxiliary verb structures in context.
7. Identify and analyze often-used dative verbs in context.
8. Identify and analyze often-used subjunctive structures in context.
9. Identify and analyze often-used reflexive verbs and reflexive pronouns in context.
10. Identify and analyze often-used passive voice constructions and common alternative forms in context.
11. Identify and analyze often-used verbs with prefixes in context.
12. Identify and analyze personal and relative pronouns in context.
13. Identify and analyze the use of the infinitive in context.
14. Identify and analyze imperative forms in context.
15. Identify and analyze interrogative constructions in context.
16. Identify and analyze negative constructions in context.
17. Identify and analyze word order in context.
18. Identify and analyze often-used coordinating and subordinating conjunctions in context.

**7 Knowledge of the culture, social customs, and daily life of German-speaking countries**

1. Identify well-known features of daily life and contemporary culture, including internationally known personalities, in German-speaking countries.
2. Identify social customs in German-speaking countries.
3. Identify governmental, educational, religious, and economic institutions of German-speaking countries.
4. Identify cultural differences and similarities between the United States and German-speaking countries.
5. Recognize elements in American culture and language that originated in German-speaking countries or that were introduced by immigrants from German-speaking countries.
6. Identify famous native speakers of German and their contributions to the culture of the United States.
7. Identify and recognize diversity in the target culture.

**8 Knowledge of history and geography of German-speaking countries**

1. Identify major historic events and well-known historic figures.
2. Identify major geographic features of German-speaking countries and well-known products, industries, and exports of German-speaking countries.

**9 Knowledge of arts and sciences in German-speaking countries**

1. Identify major writers, composers, and artists (e.g., Schiller, Goethe, Bertolt Brecht, Mozart, Wagner, Dürer, Otto Dix).
2. Identify major legendary and fictional characters (e.g., Faust, Siegfried, Max and Moritz, Wilhelm Tell).
3. Identify major philosophers, scientists, and inventors (e.g., Kant, Hegel, Roentgen, Einstein, Benz, Gutenberg).

## **10 Pedagogy and professional knowledge**

1. Identify various foreign language teaching methodologies and strategies appropriate to the four skill areas of speaking, listening, reading, and writing.
2. Identify evolving aspects of foreign language instruction, proficiency-based curriculum, and communicative competence.
3. Identify state and national professional organizations and the services that are available to teachers of German from professional organizations and agencies of German-speaking countries (e.g., AATG, FATG, FASG, Goethe Institute).
4. Demonstrate knowledge of print media, broadcasts, and German Web sites.
5. Identify the role of foreign languages in an integrated curriculum.



# **Guidance and Counseling PK–12**

## **Section 18**

# **Guidance and Counseling PK–12**

## **1 Knowledge of counseling**

1. Identify the basic concepts of major counseling theories.
2. Recognize the relationship of personality, learning, and human development theories to counseling theories.
3. Apply counseling theories and techniques appropriate to specific situations and populations.
4. Recognize the criteria for selection of individual and/or group counseling as an intervention.
5. Demonstrate knowledge of small and large group dynamics.
6. Demonstrate knowledge of small and large group counseling and leadership skills.
7. Demonstrate knowledge of appropriate listening and responding skills.
8. Identify major counseling approaches appropriate for specific developmental levels.
9. Demonstrate knowledge of behavior change strategies.

## **2 Knowledge of activities and programs for addressing current concerns**

1. Demonstrate knowledge of activities that teach communication skills, decision-making skills, social skills, and study skills.
2. Demonstrate knowledge of a crisis intervention plan.
3. Demonstrate knowledge of conflict resolution and mediation training programs.
4. Identify, evaluate, and select materials and resources for implementing counseling techniques and programs.
5. Identify self-destructive and addictive behaviors and develop appropriate intervention strategies.
6. Demonstrate knowledge of group guidance programs.
7. Demonstrate knowledge of peer-helper programs.

### **3 Knowledge of student assessment**

1. Demonstrate knowledge of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).
2. Identify conditions that may affect test results.
3. Demonstrate knowledge of the major functions, strengths, and limitations of standardized and nonstandardized assessment procedures.
4. Interpret and apply the results of formal and informal assessment procedures.
5. Demonstrate knowledge of synthesizing data from a variety of sources to develop a comprehensive assessment of an individual.

### **4 Knowledge of career development and postsecondary opportunities**

1. Demonstrate knowledge of major career development theories.
2. Identify guidance activities related to career development.
3. Apply decision-making models with students in various stages of career development.
4. Identify and evaluate materials to be used in career development.
5. Interpret student appraisal data relevant to career development.
6. Identify appropriate procedures to assist students in developing employability skills.
7. Demonstrate knowledge of resources available to provide specific information about educational and technical training opportunities.
8. Identify ways to assist students in selecting postsecondary opportunities.
9. Demonstrate knowledge of financial assistance sources for further educational opportunities.

### **5 Knowledge of consultation, collaboration, and coordination**

1. Identify components essential to a consultation model.
2. Demonstrate knowledge of collaborating with school personnel and families to identify needs and develop strategies to facilitate student success.
3. Demonstrate knowledge of using appropriate data and resources to assist individuals and groups in collaborative decision making.

4. Identify appropriate procedures for student transition and follow-up.
5. Select appropriate procedures to communicate information to students, staff, families, and the community.
6. Specify appropriate referrals and referral procedures for in-school and out-of-school individuals and/or agencies.
7. Identify effective communication techniques that inform the community about services rendered through the guidance program.
8. Identify components and procedures necessary for the organization and administration of a student services program.

**6 Knowledge of professional, ethical, and legal considerations**

1. Demonstrate knowledge of legal mandates and ethical standards concerning student advisement and assessment data.
2. Demonstrate knowledge of American Counseling Association and American School Counselor Association professional and ethical standards.
3. Demonstrate knowledge of legal rights of students and parents with regard to student records.
4. Demonstrate knowledge of legislation concerning students with special needs.

**7 Knowledge of academic advisement**

1. Identify approaches for enhancing student awareness of academic and other requirements for graduation and scholarships.
2. Interpret student academic assessment data for appropriate educational placement and student progression.
3. Identify approaches for assisting students with course selection to prepare for postsecondary educational or employment opportunities.

**8 Knowledge of research, program evaluation, and follow-up**

1. Demonstrate knowledge of accepted accountability and research methodology.
2. Analyze, interpret, and apply the results of research, evaluation, and follow-up.

3. Demonstrate knowledge of needs assessment and program evaluation techniques.
4. Identify program objectives and determine appropriate outcomes based on assessment data.
5. Demonstrate knowledge of the purposes, types, and basic steps in program evaluation and follow-up.

**9 Knowledge of appropriate technology**

1. Demonstrate knowledge of the use of technology in student record management.
2. Demonstrate knowledge of the appropriate use of technology in student services.

**10 Knowledge of social and cultural diversity**

1. Demonstrate knowledge of societal changes and trends.
2. Demonstrate knowledge of characteristics and needs of diverse populations.
3. Demonstrate knowledge of issues relevant to diverse family constellations and individual lifestyles.
4. Demonstrate knowledge of counselor responsibility to address biases in self and in others relative to diversity within the school and surrounding community.



# **Health K–12**

## **Section 19**

# Health K–12

## **1 Knowledge of the foundation, theories, and principles of health education**

1. Identify the philosophies, theories, and concepts of comprehensive health education.
2. Identify the stages of the prevention continuum.
3. Identify the components of effective coordinated school health programs.
4. Identify historic and current policies, legislation, and advocacy strategies related to improving coordinated school health programs.

## **2 Knowledge of health education standards and practice**

1. Identify tools and techniques for assessing the health needs of individuals, schools, and communities.
2. Identify educational strategies to meet the needs of diverse populations.
3. Identify effective health education program planning.
4. Identify effective implementation strategies for health education programs.
5. Identify methods for evaluating health education programs.
6. Identify methods for coordinating health education services.
7. Identify health education resources and health education practitioners.
8. Identify appropriate techniques to communicate information about needs, concerns, and resources in health and health education.

## **3 Knowledge of personal health and wellness principles**

1. Identify underlying concepts and components of wellness.
2. Identify procedures and benefits of personal health practices.
3. Identify common screening or diagnostic techniques and their preventive benefits.
4. Identify decision-making processes in solving health-related problems.

5. Identify effective research-based strategies for preventing pregnancy, HIV, and other sexually transmitted infections (STIs).
6. Identify examples and benefits of responsible sexual behavior.

#### **4 Knowledge of anatomy, physiology, diseases, and disorders**

1. Identify the structure and functions of the human body.
2. Identify the relationship of anatomy and physiology to personal health and wellness.
3. Identify physiological changes throughout the life cycle.
4. Identify risk factors, causes, modes of transmission, symptoms, treatment, and prevention of communicable diseases.
5. Identify risk factors, causes, etiology, symptoms, treatment, and prevention of noncommunicable diseases and disorders.

#### **5 Knowledge of family systems**

1. Distinguish between the types of family units.
2. Identify the changing roles, relationships, and influences of family members.
3. Identify strategies to help families cope with problems such as child abuse, divorce, illness, addiction, or death.

#### **6 Knowledge of social and emotional development**

1. Identify the stages and related characteristics of the lifespan.
2. Identify the components that influence social and emotional health.
3. Identify techniques for coping with social and emotional problems.
4. Identify community resources that support and assist in healthy social and emotional development.
5. Identify the psychosocial and physiological effects of stress.
6. Identify principles of stress management.
7. Select appropriate techniques for facilitating interpersonal communication.

**7 Knowledge of nutritional theory and fitness**

1. Identify the basic nutrients, their sources, and their functions in the human body.
2. Identify past and present nutritional principles in making food choices.
3. Analyze the relationships between food intake, body weight, and physical activity.
4. Relate specific food choices to diseases, behavioral disorders, and learning disabilities.
5. Identify possible physiological harm associated with eating disorders.

**8 Knowledge of mental and emotional health disorders**

1. Identify characteristics of mental and emotional disorders.
2. Identify mental and emotional health risk factors.
3. Identify the impact of mental health disorders on the individual and community.
4. Identify resources and strategies for prevention, intervention, and treatment of mental and emotional health disorders.

**9 Knowledge of substance use, abuse, and addiction, and other addictive behaviors**

1. Identify factors contributing to substance use, abuse, and addiction and other addictive behaviors.
2. Recognize the signs and symptoms of possible substance abuse and addiction and other addictive behaviors.
3. Identify the effects of alcohol, tobacco, and other drug abuse and addiction and other addictive behaviors on personal health.
4. Identify socioeconomic and legal consequences of substance abuse and addiction and other addictive behaviors.
5. Identify school and community resources and strategies for prevention, intervention, and treatment of substance abuse and addiction and other addictive behaviors.

**10 Knowledge of violence prevention**

1. Identify types and characteristics of violence.
2. Identify factors contributing to violent behavior.

3. Identify the characteristics of bullies and victims and the effects bullying has.
4. Identify effective school- and community-based strategies for preventing violent behavior among youth.

#### **11 Knowledge of consumer health-related practices**

1. Identify criteria and resources for evaluating health information, products, practices, and services.
2. Identify the relationship between consumer health laws and practices.
3. Identify alternative health practices.

#### **12 Knowledge of environmental health and the community**

1. Identify the interrelationship between human behavior and the environment.
2. Identify the effects of environmental hazards on the individual and the community.
3. Identify ways for individuals and the community to assume responsibility for developing and maintaining environmental quality.
4. Identify the functions and responsibilities of public and private agencies in improving the health of the community and the quality of the environment.

#### **13 Knowledge of injury prevention**

1. Identify effective injury prevention practices used in schools, homes, and communities.
2. Identify leading causes of transportation, classroom, playground, and sports injuries.
3. Identify first aid techniques and procedures for emergency situations.
4. Identify correct procedures for cardiopulmonary resuscitation.
5. Identify crisis and disaster management procedures.

#### **14 Knowledge of media influences on health**

1. Identify strategies for evaluating media-based health information.
2. Identify the types of media and strategies used to influence individual health decisions.



# **Hearing Impaired K-12**

## **Section 20**

# Hearing Impaired K–12

## **1 Knowledge of philosophical, historical, and legal foundations and their impact on the education of students who are deaf or hard of hearing**

1. Identify federal and Florida laws, rules, and legal decisions that pertain to persons who are deaf or hard of hearing.
2. Identify philosophical bases of current educational practices.
3. Relate significant historical events, persons, institutions, and controversies in the education of students who are deaf or hard of hearing to current events, trends, and theorists.

## **2 Knowledge of the auditory mechanism and hearing loss and its impact upon communication and learning**

1. Identify the primary components and functions of the auditory mechanism.
2. Identify causes of hearing loss and additional disabilities associated with specific etiologies.
3. Compare the nature and characteristics of unilateral, bilateral, conductive, mixed, sensorineural, progressive, and intermittent hearing loss.
4. Identify current educational definitions of hearing loss, identification criteria, labeling issues, and current incidence and prevalence data.
5. Identify the potential impact of amplification devices on the communicative and social-emotional development of students who are deaf or hard of hearing.

## **3 Knowledge of language development and methods of communication for students who are deaf or hard of hearing**

1. Identify the developmental sequence of normal language development.
2. Analyze the relationships between reading and writing skills and the communication and language development of students who are deaf or hard of hearing.
3. Analyze language samples of students who are deaf or hard of hearing, using linguistic principles.
4. Identify various communication methods used with students who are deaf or hard of hearing.
5. Identify methods to maximize speech reception and recognition through the use of residual hearing, including amplification and cochlear implants.
6. Identify a hierarchy of auditory skills, including vowel and consonant acoustic information, used for an individual auditory training program.

7. Identify the factors that influence the visual reception of speech and the visual reception of sign language.
8. Contrast the linguistic features of ASL with sign systems and with spoken English.
9. Identify the primary components and functions of the speech mechanism.
10. Identify causes, errors, and remediation techniques for articulation and voice clarity errors found in the speech of students with various degrees and configurations of hearing loss.

**4 Ability to comprehend signing**

1. Translate a basic message given in English-based signs.
2. Translate a basic message given in ASL.
3. Identify the correct sign(s) when given a written phrase or sentence.

**5 Knowledge of the psychosocial aspects of students who are deaf or hard of hearing**

1. Compare the stages of adjustment that deaf and hearing families may experience when developing acceptance of a child's hearing loss.
2. Identify common perceptions held by (a) hearing persons concerning persons who are deaf or hard of hearing and (b) persons who are deaf or hard of hearing concerning hearing persons.
3. Identify the social effects of hearing loss.
4. Identify the psychosocial impact of severe language delay and/or other disabilities on a student who is deaf or hard of hearing.

**6 Knowledge of deaf and family cultures and their impact on students who are deaf or hard of hearing**

1. Identify the cultural practices and defining characteristics unique to the Deaf Community.
2. Identify the role of ASL in the Deaf Community.
3. Identify the psychosocial implications for students who are culturally diverse and deaf or hard of hearing.

**7 Knowledge of service delivery models for students who are deaf or hard of hearing**

1. Identify provisions of the Florida Administrative Code that apply to the identification and placement procedures for students who are deaf or hard of hearing.
2. Identify service delivery models for students who are deaf or hard of hearing.
3. Identify the factors involved in the placement of students who are deaf or hard of hearing related to the least restrictive environment.
4. Identify the roles and responsibilities of the various professionals who provide educational and support services for students who are deaf or hard of hearing.

**8 Knowledge of the design, development, and implementation of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP), and Transition Individual Educational Plans (TIEP)**

1. Identify the components of the IEP, IFSP, and TIEP and the required participants and their roles.
2. Relate the accountability implied by the IEP, IFSP, and TIEP to the procedural safeguards associated with the process.
3. Identify appropriate present level of functioning statements based on specific assessment data for the following areas: communication, academic achievement, developmental functioning, social-emotional functioning, and independent living.
4. Identify the appropriate use of assessment data for instructional planning of the IEP, IFSP, and TIEP.
5. Identify methods for assessing mastery of objectives of the IEP, IFSP, and TIEP and for determining an appropriate timeline for mastery.
6. Identify measurable annual IEP, IFSP, and TIEP goals.

**9 Knowledge of transitional services for students who are deaf or hard of hearing**

1. Identify postsecondary programs and alternatives for students who are deaf or hard of hearing, given their career interests and abilities.
2. Relate content areas to career awareness, exploration, and preparation for students who are deaf or hard of hearing.

**10 Knowledge of assessments appropriate for students who are deaf or hard of hearing**

1. Interpret the results of an audiological assessment that include unaided/aided test results.
2. Distinguish between assessment instruments and procedures used for evaluating expressive and receptive language of students with various types and degrees of hearing loss.
3. Distinguish between assessment instruments and procedures of assessing speech production and intelligibility of students with various types and degrees of hearing loss.
4. Identify informal assessment techniques used for determining communication mode and competency for students who are deaf or hard of hearing.
5. Identify standardized and criterion-referenced tests appropriate for the assessment of developmental, academic, and social-emotional abilities of students who are deaf or hard of hearing.
6. Identify methods to informally assess the academic performance of students who are deaf or hard of hearing.
7. Interpret assessment information to determine the curriculum needs of students who are deaf or hard of hearing.
8. Recognize the behaviors associated with deaf or hard of hearing students who have other exceptionalities and determine the referral process for evaluation.
9. Identify appropriate and allowable modifications and accommodations in formal and informal assessment procedures.

**11 Knowledge of instructional strategies and modifications for students who are deaf or hard of hearing**

1. Identify current curricula, methods, and procedures of language instruction for students who are deaf or hard of hearing.
2. Identify teaching strategies to enhance the acquisition of syntactic, semantic, and pragmatic competence of students who are deaf or hard of hearing.
3. Use information about language development in hearing and deaf children to identify an appropriate instructional program for students who are deaf or hard of hearing.
4. Identify appropriate adaptations of language in academic materials to the linguistic competence of students who are deaf or hard of hearing.
5. Identify procedures to adapt textbooks and other instructional materials used in general education for students who are deaf or hard of hearing.

6. Identify current curricula and research-based strategies for academic instruction used with students who are deaf or hard of hearing.
7. Apply an appropriate hierarchy in questioning skills.
8. Identify ways to individualize instruction to accommodate students with additional handicaps.
9. Identify a variety of instructional strategies for diverse learning styles in individual or group lessons.
10. Identify methods to foster positive social-emotional growth for students who are deaf or hard of hearing.
12. Identify the basic components of reading instruction and modifications for students who are deaf or hard of hearing.

**12 Knowledge of unique technologies, media, and resources for students who are deaf or hard of hearing**

1. Identify the major parts of amplification devices, including cochlear implants, the minor problems that may occur with these devices, and the skills necessary to monitor and maintain them.
2. Identify special media and assistive devices for students with hearing loss.
3. Identify the acoustical components involved in designing an appropriate classroom environment and ways to make accommodations in the existing school environment for students who are deaf or hard of hearing.
4. Identify appropriate procedures for the evaluation and selection of technology for use with students who are deaf or hard of hearing.

**13 Knowledge of content design and requirements for general education**

1. Identify major content areas and State standards in general education.
2. Identify the requirements for a standard diploma, special diploma, and certificate of attendance.
3. Identify the content area components of a balanced instructional day for a variety of grade levels.

**14 Knowledge of professional communication, advocacy, and collaboration to meet the needs of students who are deaf or hard of hearing**

1. Identify activities, literature, resources, and references designed to help parent/guardian participation in the development and enhancement of their child's communicative, social-emotional, and academic skills.
2. Identify strategies for assisting general education teachers in the successful mainstreaming or inclusion of students who are deaf or hard of hearing.
3. Identify strategies for collaborating with a variety of support personnel (e.g., speech-language pathologists, paraprofessionals, general education mainstream facilitators).
4. Identify strategies for developing students' self-advocacy in the home, school, and community.
5. Identify the names and functions of the major associations, organizations, and research publications related to hearing loss and other disabilities.



# **Humanities**

## **K–12**

### **Section 22**

# Humanities K–12

## **1 Knowledge of the vocabulary and concepts basic to the humanities**

1. Identify basic vocabulary used in discussing the arts.
2. Identify organizational principles of the arts.
3. Identify characteristics of various genres of musical, visual, literary, and performing arts.

## **2 Knowledge of historical periods, styles, and movements**

1. Identify major periods of Western culture.
2. Identify significant artists and characteristics of major art forms and principal genres throughout the different periods of Western culture.
3. Identify prominent philosophers and philosophical ideas throughout the different periods of Western culture.
4. Identify prominent political and economic systems of the major periods of Western culture.
5. Identify significant Egyptian, Greek, Roman, and Byzantine contributions to, and influences on, Western culture.
6. Identify significant Jewish, Christian, and Muslim contributions to, and influences on, Western culture.
7. Identify significant African, Asian, Latin American, and indigenous American contributions to, and influences on, Western culture.
8. Identify the influences of geography and historical events on the arts.

## **3 Knowledge of the interrelatedness of arts and ideas**

1. Identify works of art with common themes, symbols, or motifs.
2. Identify the influence of one artistic work, artist, or group of artists on another.
3. Relate a major concept or idea to a representative work or person.
4. Identify the influences popular and fine art forms have on each other.
5. Identify the effects of scientific discoveries and technological advances on the arts.

- 4 Knowledge of the relationship between a culture's beliefs and values and their expression in the humanities**
1. Identify major works of art that influence a culture.
  2. Identify themes, symbols, and motifs that recur over time and across cultures.
  3. Identify ways in which different cultures portray and express historical and religious events.
  4. Identify the philosophical and religious influences found in significant artistic works.
  5. Identify the influences of political, social, or religious institutions on artistic expression.
  6. Identify ways in which gender roles are reflected in the arts.
  7. Relate artistic styles and techniques to the beliefs and values of different cultures.
- 5 Knowledge of prominent aesthetic principles used by major cultures in evaluating the arts**
1. Identify ways in which different aesthetic principles are manifested in significant works of musical, visual, literary, and performing art.
  2. Discriminate among aesthetic principles of different eras and cultures.
- 6 Knowledge of instructional techniques, assessment, and resources appropriate to the humanities**
1. Identify effective methods of presenting humanities topics.
  2. Identify effective teaching strategies for diverse student populations in humanities classes.
  3. Identify appropriate evaluation methods for assessing and measuring student progress in humanities classes.
  4. Identify appropriate and effective academic, community, and technological resources for teaching the humanities.



# **Journalism**

## **6–12**

### **Section 23**

# **Journalism 6–12**

## **1 Knowledge of journalistic style**

1. Identify the characteristics of journalistic writing.
2. Identify the elements of a lead.
3. Identify different types of leads.
4. Identify the angle of a story.
5. Identify the characteristics of the following forms of writing: news, news features, editorials, columns, reviews, sports, and interpretive analyses.
6. Identify headlines that follow AP style in voice, structure, and format.
7. Identify the correct use of tense, voice, grammar, and punctuation in cutlines (captions).
8. Identify journalistic jargon for all media.

## **2 Knowledge of editing skills for print media**

1. Identify AP style as it applies to grammar, punctuation, capitalization, and spelling.
2. Identify copyediting and proofreading symbols.
3. Identify examples of libelous, obscene, and disruptive writing.
4. Identify the correct use of quotations and paraphrasing with attribution in journalistic writing.
5. Distinguish between active and passive voice.

## **3 Knowledge of news judgment**

1. Identify the following news values/elements: conflict, timeliness, proximity, consequence, prominence, human interest, and novelty.
2. Identify examples of sensitivity, fairness, balance, and clarity.
3. Identify examples of sensationalism, exploitation, editorializing, and spin.
4. Identify the appropriateness of material for a target audience.

#### **4 Knowledge of news-gathering skills**

1. Identify appropriate, reliable, and credible sources.
2. Identify appropriate interviewing skills (e.g., selecting sources, phrasing questions, establishing rapport, interpreting nonverbal cues, taking notes, using electronic devices).
3. Identify appropriate survey-writing techniques and polling strategies.
4. Identify appropriate beats in news-gathering.

#### **5 Knowledge of design skills**

1. Identify basic terminology for layout, photography, and graphics.
2. Identify basic layout and design principles appropriate for yearbooks, newspapers, magazines, or online and broadcast media as they apply to visual impact, including the use of copy, art, photos, graphics, headlines, cutlines, and white space.
3. Identify correct use of basic typography skills, including font selection, copy fitting, and headline fitting.
4. Identify ways in which news value/elements, ethics, and quality influence photographic selection.
5. Choose photographs that demonstrate appropriate cropping and proportioning.
6. Identify the basic characteristics of photographic composition.

#### **6 Knowledge of staff management and media production**

1. Identify components of a plan for staff organization, including selection of editors and staff and development of job descriptions.
2. Identify basic production equipment for print, broadcast, and online media.
3. Identify components of a copy flow and production schedule.
4. Select appropriate criteria for evaluating student performance in a journalism class or production laboratory.
5. Identify criteria for evaluating student-produced print, broadcast, and online media.

**7 Knowledge of history**

1. Identify major publications in the history of journalism.
2. Identify milestones and key people in the history of print, broadcast, and online media.
3. Identify major technological advances in the development of journalism.

**8 Knowledge of law and ethics**

1. Identify the implications or effects of the First Amendment as it applies to censorship, obscenity, disruption, libel, and invasion of privacy for secondary schools.
2. Identify landmark decisions in media law (e.g., *Hazelwood School District v. Kuhlmeier*, *Tinker v. Des Moines*).
3. Identify the rights and responsibilities of the media adviser.
4. Identify examples of plagiarism, fabrication, and violations of copyright laws for print, broadcast, and online media.
5. Identify the elements of a code of ethics for student media.
6. Identify the elements of an editorial policy.

**9 Knowledge of careers and resources in mass media**

1. Identify career opportunities in the editorial, technical, online, business and managerial, and advertising divisions within media corporations, private corporations, and government agencies.
2. Identify significant professional and scholastic press organizations and governmental agencies that support and/or regulate the mass media.
3. Identify major publications, networks, and online news outlets.
4. Identify the impact of convergence on mass communication careers.

**10 Knowledge of business management and advertising**

1. Calculate advertising rates for print, online, and broadcast media.
2. Analyze financial statements for print, online, and broadcast media.
3. Identify components of a budget for print, online, and broadcast media.
4. Identify elements of advertising copy.
5. Identify visual and auditory elements of advertisements.
6. Identify the elements of an advertising policy and marketing plan.
7. Identify propaganda techniques.



# **Latin K–12**

## **Section 24**

# Latin K–12

## 1 Knowledge of English words derived from Latin vocabulary

1. Use knowledge of prefixes and suffixes of Latin origin to partially decode the meanings of English words.
2. Use Latin roots to determine meanings of English words.

## 2 Knowledge of Latin vocabulary in a given context

1. Select the most appropriate English meaning for a Latin word, phrase, or idiom in a given context.
2. Choose the most appropriate Latin word, phrase, or idiom in a given context.

## 3 Knowledge of the grammatical forms of Latin words

1. Apply the rules for the formation of regular nouns and pronouns (e.g., personal, demonstrative, relative, interrogative): the nominative, genitive, dative, accusative, ablative, and vocative forms of nouns; and the nominative, genitive, dative, accusative, and ablative forms of pronouns.
2. Apply the rules for the formation of regular adjectives and adverbs: the nominative, genitive, dative, accusative, ablative, and vocative forms of adjectives in the positive, comparative, and superlative degrees; and the forms of adverbs in the positive, comparative, and superlative degrees.
3. Apply the rules for the formation of regular verbs: the person, number, tense, and voice of verbs in the indicative and subjunctive moods; and the present active positive imperative mood of verbs.
4. Apply knowledge of irregular verb forms (e.g., *sum*, *eo*, *fero*, *volo*): the person, number, tense, and voice of verbs in the indicative and subjunctive moods; and the present active positive imperative mood of verbs, including the irregular forms of *dico*, *duco*, *fero*, and *facio*.
5. Apply the rules for the formation of verbals: the tense and voice of the infinitive (with the exception of the future passive) and the tense, voice, and case of participles.

#### **4 Understanding of grammatical constructions in a given context**

1. Identify the appropriate use of nouns in the following cases: the nominative case (e.g., subject and predicate noun); the genitive case (e.g., possessive, partitive); the dative case (e.g., indirect object, with certain adjectives); the accusative case (e.g., direct object, extent of space and time, with certain prepositions, subject of infinitive); the ablative case (e.g., place from which, place where, personal agent, accompaniment, manner, means, time, comparison, separation, degree of difference); and the vocative case.
2. Determine the appropriate use of pronouns (e.g., personal, demonstrative, relative, interrogative).
3. Determine the appropriate use of adjectives (e.g., as modifiers, as predicate adjectives, as nouns or substantives).
4. Distinguish the appropriate use of mood in independent and subordinate clauses: the indicative, subjunctive, and imperative moods in an independent clause; and the indicative and subjunctive moods in dependent (subordinate) clauses (e.g., indicative in relative clauses and subjunctive in purpose, result, indirect command, indirect question, *cum* clauses).
5. Identify the appropriate use of verbals: the complementary infinitive, the structure of the indirect statement, participles and participial phrases (e.g., ablative absolute, active and passive periphrastics, gerunds and gerundives, supines).

#### **5 Knowledge of pedagogical methods, reference materials, and teaching aids appropriate to the Latin classroom**

1. Select appropriate methods for teaching derivation and vocabulary.
2. Select appropriate methods for analyzing the structure of Latin in a given situation.
3. Select appropriate methods for teaching reading comprehension and analysis.
4. Select appropriate reference materials and instructional aids for teaching mythology and political, social, and literary history.

#### **6 Ability to read and understand passages of connected Latin prose at the level of difficulty of straightforward narrative passages in *Caesar's Gallic Wars, Book 1*, or the *De Illustribus Viris* of Cornelius Nepos and poetry at the level of difficulty of Vergil's *Aeneid* or Ovid's *Metamorphoses***

1. Identify a main idea in a given passage of prose or poetry.
2. Identify facts and opinions in a given passage of prose or poetry.
3. Identify a historical, literary, or mythical reference in a given passage of prose or poetry.

**7 Ability to identify meter in Latin poetry and basic literary devices in Latin prose or poetry**

1. Identify metric patterns within a line of dactylic hexameter.
2. Identify basic literary devices (e.g., anaphora, antithesis, asyndeton, chiasmus, litotes, parallelism) in a given passage of Latin prose or poetry.

**8 Knowledge of classical mythology**

1. Identify the functions and attributes of the major Greek and Roman deities.
2. Identify major stories and historical events connected with the prominent mythological figures.

**9 Knowledge of Roman literary history**

1. Identify authors of the Republic (i.e., Plautus, Terence, Cicero, Caesar, Catullus, Lucretius) by genre and major works.
2. Identify major authors of the early Empire (i.e., Vergil, Horace, Ovid, Livy, Pliny the Younger) by genre and major works.

**10 Knowledge of Roman political history**

1. Identify the names and dates of the three major periods of Roman history: Monarchy (753-509 BCE), Republic (509-27 BCE), and Empire (27 BCE-CE 476).
2. Identify events and biographical information associated with major characters of the Roman Monarchy (i.e., Romulus through Tarquinius Superbus).
3. Identify events and biographical information associated with major characters of the Roman Republic (e.g., Cincinnatus, Hannibal, the Gracchi, Marius, Sulla, Pompey, Crassus, Caesar, Cicero, Cleopatra, Antony).
4. Identify events and biographical information associated with major characters of the Roman Empire (e.g., the Julio-Claudian emperors, Vespasian, Hadrian, Marcus Aurelius, Diocletian, Constantine).

**11 Knowledge of Roman social history**

1. Identify major geographical locations in Italy, Gaul, Greece (Athens), Asia Minor (Troy), and North Africa (Carthage).
2. Identify the parts of a Roman name.

3. Identify the titles and primary duties of major Roman governmental officials.
4. Identify terms used for the major parts of a Roman house and basic articles of Roman clothing.
5. Apply the rules for the formation of Roman numerals.
6. Identify the sequence of chronological dates (i.e., BCE, CE).

**12 Knowledge of Roman contributions to Western civilization**

1. Identify contributions of Latin literature to Western literary tradition.
2. Recognize contributions of Roman civilization to Western art, architecture, and engineering.
3. Identify contributions of Roman civilization to modern law, government, and science.
4. Identify contributions of the Latin language to the Romance languages.
5. Identify Latin mottoes, abbreviations, and expressions currently in use in the English language.



# **Middle Grades Mathematics**

## **5–9**

### **Section 25**

# **Middle Grades Mathematics 5–9**

## **1 Knowledge of mathematics through problem solving**

1. Identify appropriate mathematical problems from real-world situations.
2. Apply problem-solving strategies to solve nonroutine problems with multiple steps.
3. Evaluate the reasonableness of results with respect to the original problem.
4. Use mathematics to solve problems in other contexts.

## **2 Knowledge of mathematical representations**

1. Identify appropriate representations or models for mathematics operations or situations using written, concrete, pictorial, graphical, or algebraic methods.
2. Interpret results as illustrated by the use of mathematical representations.
3. Select appropriate manipulatives, mathematical models, or technology for teaching particular mathematics concepts (e.g., tiles for teaching area, graphing calculators for teaching algebra).

## **3 Knowledge of mathematics through reasoning**

1. Identify deductive and inductive reasoning.
2. Identify valid mathematical arguments (e.g., an explanation that the sum of two odd numbers is always even).
3. Identify the hypothesis and conclusion, given a conditional statement.
4. Identify the converse, inverse, and contrapositive of a conditional statement.
5. Select logical conclusions from given statements.

## **4 Knowledge of mathematical connections**

1. Identify prerequisite skills for a given topic.
2. Identify common misconceptions in mathematics (e.g., area and perimeter).
3. Identify the relationship between mathematical concepts (e.g., repeated addition and multiplication).
4. Identify mathematical errors, including computation, algebraic, data analysis, and geometric errors.

5. Analyze mathematical errors, including computation, algebraic, data analysis, and geometric errors.
6. Identify fundamental ideas that connect middle grades mathematics to advanced mathematics (e.g., trigonometry, number theory, precalculus, calculus).

## **5 Knowledge of number sense, concepts, and operations**

1. Identify elements and subsets of the real number system.
2. Compare the relative size of real numbers expressed in a variety of forms, including fractions, decimals, percents, and scientific notation.
3. Identify estimation strategies.
4. Simplify expressions using the laws of exponents.
5. Identify equivalent forms of rational exponents and radicals.
6. Simplify radical expressions.
7. Determine the prime factorization of composite numbers.
8. Identify the greatest common factor (GCF) and least common multiple (LCM) of sets of numbers.
9. Evaluate numerical expressions using order of operations.
10. Solve real-world problems using proportions.
11. Solve real-world problems that involve real numbers.

## **6 Knowledge of algebraic thinking**

1. Predict missing or subsequent terms in numerical, algebraic, and pictorial patterns.
2. Analyze relationships between tables, graphs, or rules.
3. Analyze relationships to determine the impact when changing parameters of given functions.
4. Simplify rational and irrational expressions.
5. Solve equations or inequalities with one variable, including absolute values.

6. Identify matrices that represent data provided by real-world or mathematical problems.
7. Identify graphs of first-degree inequalities involving one variable on a number line.
8. Identify graphs of linear equations or inequalities involving two variables on the coordinate plane.
9. Identify the slope and intercepts of a graph or an equation.
10. Identify the interpretation of the slope and intercepts, given a real-world context.
11. Identify the equation of a line that is perpendicular or parallel to a given line.
12. Determine an equation of a line.
13. Determine the greatest common monomial factor of a polynomial.
14. Factor polynomials.
15. Solve systems of linear equations involving two variables using graphing, substitution, or elimination.
16. Determine the solution set of a system of linear inequalities involving two variables.
17. Solve quadratic equations and inequalities by completing the square, the quadratic formula, and factoring.
18. Use the discriminant or a graph of a quadratic equation to determine the nature of its real solutions (zero, one, two).
19. Identify the graph of quadratic functions.
20. Identify graphs of relations involving quadratic inequalities.
21. Solve equations involving radicals, limited to square roots.
22. Identify the domain and range of specified functions.
23. Identify quadratic equations or inequalities for solving real-world problems.
24. Identify equations or inequalities that could be used to solve real-world and mathematical problems involving one or two variables.
25. Identify properties (e.g., commutative, associative, distributive).

## **7 Knowledge of data analysis and probability**

1. Compute the mean, median, mode, and range of a set of data.
2. Determine whether the mean, median, or mode is the most appropriate measure of central tendency in a given situation.
3. Interpret information (e.g., correlation, regression, distributions) from various graphic representations.
4. Identify appropriate graphical representations for a given data set.
5. Determine probabilities of dependent or independent events.
6. Predict odds of a given outcome.
7. Identify an appropriate sample space to determine the probability of a given event.
8. Make predictions that are based on experimental or theoretical probabilities.
9. Apply counting principles to solve real-world problems.

## **8 Knowledge of geometry and spatial sense**

1. Identify angles or pairs of angles as adjacent, complementary, supplementary, vertical, corresponding, alternate interior, alternate exterior, obtuse, acute, or right.
2. Identify lines and planes as perpendicular, intersecting, skew, or parallel.
3. Identify triangles using the lengths of their sides or the measures of their angles.
4. Determine the sum of the measures of the interior angles and the sum of the measures of the exterior angles of convex polygons.
5. Determine the measures of the specified interior or exterior angles of a triangle or a regular polygon.
6. Apply the inequality relationships among the angles and sides of a triangle.
7. Use the SAS, ASA, and SSS postulates to show pairs of triangles congruent, including the case of overlapping triangles.
8. Solve real-world problems involving similar or congruent figures.
9. Solve real-world problems applying the Pythagorean theorem and its converse.
10. Solve real-world problems by applying the  $30^\circ$ – $60^\circ$ – $90^\circ$  or  $45^\circ$ – $45^\circ$ – $90^\circ$  triangle relationships.

11. Solve right triangle problems by applying tangent, sine, or cosine ratios.
12. Apply the properties of parallelograms, rectangles, rhombuses, squares, or trapezoids.
13. Apply the distance formula.
14. Apply the formula for midpoint.
15. Identify the coordinates of the vertices of a given polygon when it lies in the coordinate plane.
16. Identify point, line, and plane as undefined terms and symbols for lines, segments, rays, and distances.
17. Identify transformations, dilations, or symmetry of geometric figures.
18. Identify characteristics of three-dimensional figures.
19. Identify the net of a three-dimensional figure.
20. Identify figures that tessellate.
21. Identify the two-dimensional view of a three-dimensional object.

## **9 Knowledge of measurement**

1. Determine appropriate units and instruments for measuring a given quantity in a real-world context.
2. Estimate measurements, including length, area, volume, weight, time, temperature, and money.
3. Make conversions within the metric or customary systems in a real-world context.
4. Apply the formulas for determining the circumferences and areas of circles in a real-world context.
5. Find the perimeter or area of figures composed of parallelograms, triangles, circles, and trapezoids in a real-world context.
6. Apply the formulas for surface area and volume to right prisms, regular pyramids, right circular cylinders, cones, and spheres in a real-world context.
7. Determine how a change in such dimensions as length, width, height, or radius affects other measurements such as perimeter, area, surface area, and volume.
8. Solve problems involving direct or indirect measurement.

9. Solve real-world problems using money, rates, distance, time, temperature, and angle measures.
10. Interpret scale drawings such as those based on number lines and maps to solve real-world problems.



# **Mathematics**

## **6–12**

### **Section 26**

# Mathematics 6–12

## 1 Knowledge of algebra

1. Identify graphs of linear inequalities on a number line.
2. Identify graphs of linear equations and inequalities in the coordinate plane.
3. Identify or interpret the slope and intercepts of a linear graph or a linear equation.
4. Determine the equation of a line, given the appropriate information such as two points, point-slope, slope-intercept, or its graph.
5. Solve problems involving the use of equations containing rational algebraic expressions.
6. Factor polynomials (e.g., the sum or difference of two cubes).
7. Rewrite radical and rational expressions into equivalent forms.
8. Perform the four basic operations on rational and radical expressions.
9. Solve equations containing radicals.
10. Multiply or divide binomials containing radicals.
11. Solve quadratic equations by factoring, graphing, completing the square, or using the quadratic formula, including complex solutions.
12. Solve problems using quadratic equations.
13. Use the discriminant to determine the nature of solutions of quadratic equations.
14. Determine a quadratic equation from known roots.
15. Identify the graphs of quadratic inequalities.
16. Solve real-world problems using direct and inverse variations.
17. Solve systems of linear equations or inequalities.
18. Formulate or identify systems of linear equations or inequalities to solve real-world problems.
19. Solve equations or inequalities involving absolute value.
20. Expand given binomials to a specified positive integral power.
21. Determine a specified term in the expansion of given binomials.

22. Solve polynomial equations by factoring.
23. Perform vector addition, subtraction, and scalar multiplication on the plane.
24. Solve real-world problems involving ratio or proportion.

## **2 Knowledge of functions**

1. Interpret the language and notation of functions.
2. Determine which relations are functions, given mappings, sets of ordered pairs, rules, and graphs.
3. Identify the domain and range of a given function.
4. Identify the graph of special functions (i.e., absolute value, step, piecewise, identity, constant function).
5. Find specific values of a given function.
6. Estimate or find the zeros of a polynomial function.
7. Identify the sum, difference, product, and quotient of functions.
8. Determine the inverse of a given function.
9. Determine the composition of two functions.
10. Determine whether a function is symmetric, periodic, or even/odd.
11. Determine the graph of the image of a function under given transformations (i.e., translation, rotations through multiples of 90 degrees, dilations, and/or reflections over  $y=x$  horizontal or vertical lines).

## **3 Knowledge of geometry from a synthetic perspective**

1. Determine the change in the area or volume of a figure when its dimensions are altered.
2. Estimate measurements of familiar objects using metric or standard units.
3. Determine the relationships between points, lines, and planes, including their intersections.
4. Classify geometric figures (e.g., lines, planes, angles, polygons, solids) according to their properties.
5. Determine the measures of interior and exterior angles of any polygon.

6. Determine the sum of the measures of the interior angles and the sum of the measures of the exterior angles of convex polygons.
7. Identify applications of special properties of trapezoids, parallelograms, and kites.
8. Solve problems using the definition of congruent polygons and related theorems.
9. Solve problems using the definition of similar polygons and solids and related theorems.
10. Apply the Pythagorean theorem or its converse.
11. Use 30-60-90 or 45-45-90 triangle relationships to determine the lengths of the sides of triangles.
12. Calculate the perimeter, circumference, and/or area of two-dimensional figures (e.g., circles, sectors, polygons, composite figures).
13. Apply the theorems pertaining to the relationships of chords, secants, diameters, radii, and tangents with respect to circles and to each other.
14. Apply the theorems pertaining to the measures of inscribed angles and angles formed by chords, secants, and tangents.
15. Identify basic geometric constructions (e.g., bisecting angles or line segments, constructing parallels or perpendiculars).
16. Identify the converse, inverse, and contrapositive of a conditional statement.
17. Identify valid conclusions from given statements.
18. Classify examples of reasoning processes as inductive or deductive.
19. Determine the surface area and volume of prisms, pyramids, cylinders, cones, and spheres.
20. Identify solids and their related nets.

#### **4 Knowledge of geometry from an algebraic perspective**

1. Solve distance and midpoint problems involving two points, a point and a line, two lines, and two parallel lines.
2. Identify the directrix, foci, vertices, axes, and asymptotes of a conic section where appropriate.
3. Determine the center and the radius of a circle given its equation, and identify the graph.
4. Identify the equation of a conic section, given the appropriate information.

5. Use translations, rotations, dilations, or reflections on a coordinate plane to identify the images of geometric objects under such transformations.

## **5 Knowledge of trigonometry**

1. Identify equations of graphs of circular/trigonometric functions and their inverses.
2. Solve problems involving circular/trigonometric function identities.
3. Interpret the graphs of trigonometric functions (e.g., amplitude, period, phase shift).
4. Solve real-world problems involving triangles using the law of sines or the law of cosines.
5. Use tangent, sine, and cosine ratios to solve right triangle problems.

## **6 Knowledge of statistics**

1. Interpret graphical data involving measures of location (i.e., percentiles, stanines, quartiles).
2. Compute the mean, median, and mode of a set of data.
3. Determine whether the mean, the median, or the mode is the most appropriate measure of central tendency in a given situation.
4. Interpret the ranges, variances, and standard deviations for ungrouped data.
5. Interpret information from bar, line, picto-, and circle graphs; stem-and-leaf and scatter plots; and box-and-whisker graphs.
6. Interpret problems involving basic statistical concepts such as sampling, experimental design, correlation, and linear regression.

## **7 Knowledge of probability**

1. Determine probabilities of dependent or independent events.
2. Predict odds of a given outcome.
3. Identify an appropriate sample space for an experiment.
4. Make predictions that are based on relative frequency of an event.
5. Determine probabilities using counting procedures, tables, tree diagrams, and formulas for permutations and combinations.

## **8 Knowledge of discrete mathematics**

1. Find a specified term in an arithmetic sequence.
2. Find a specified term in a geometric sequence.
3. Determine the sum of terms in an arithmetic or geometric progression.
4. Solve problems involving permutations and combinations.
5. Evaluate matrix expressions involving sums, differences, and products.
6. Rewrite a matrix equation as an equivalent system of linear equations or vice versa.
7. Represent problem situations using discrete structures such as sequences, finite graphs, and matrices.

## **9 Knowledge of calculus**

1. Solve problems using the limit theorems concerning sums, products, and quotients of functions.
2. Find the derivatives of algebraic, trigonometric, exponential, and logarithmic functions.
3. Find the derivative of the sum, product, quotient, or the composition of functions.
4. Identify and apply definitions of the derivative of a function.
5. Use the derivative to find the slope of a curve at a point.
6. Find the equation of a tangent line or a normal line at a point on a curve.
7. Determine if a function is increasing or decreasing by using the first derivative in a given interval.
8. Find relative and absolute maxima and minima.
9. Find intervals on a curve where the curve is concave up or concave down.
10. Identify points of inflection.
11. Solve problems using velocity and acceleration of a particle moving along a line.
12. Solve problems using instantaneous rates of change and related rates of change, such as growth and decay.
13. Find antiderivatives for algebraic, trigonometric, exponential, and logarithmic functions.

14. Solve distance, area, and volume problems using integration.
15. Evaluate an integral by use of the fundamental theorem of calculus.

#### **10 Knowledge of number sense and mathematical structure**

1. Apply the properties of real numbers: closure, commutative, associative, distributive, identities, and inverses.
2. Distinguish relationships between the complex number system and its subsystems.
3. Apply inverse operations to solve problems (e.g., roots vs. powers, exponents vs. logarithms).
4. Apply number theory concepts (e.g., primes, factors, multiples) in real-world and mathematical problem situations.
5. Identify numbers written in scientific notation, including the format used on scientific calculators and computers.

#### **11 Knowledge of mathematics as communication**

1. Identify statements that correctly communicate mathematical definitions or concepts.
2. Interpret written presentations of mathematics.
3. Select or interpret appropriate concrete examples, pictorial illustrations, and symbolic representations in developing mathematical concepts.

#### **12 Knowledge of mathematics as reasoning**

1. Identify reasonable conjectures.
2. Identify a counter example to a conjecture.
3. Identify simple valid arguments according to the laws of logic.
4. Identify proofs for mathematical assertions, including direct and indirect proofs, proofs by mathematical induction, and proofs on a coordinate plane.
5. Identify process skills: induction, deduction, questioning techniques, and observation-inference.

**13 Knowledge of mathematical connections**

1. Identify equivalent representations of the same concept or procedure (e.g., graphical, algebraic, verbal, numeric).
2. Interpret relationships between mathematical topics (e.g., multiplication as repeated addition, powers as repeated multiplication).
3. Interpret descriptions, diagrams, and representations of arithmetic operations.

**14 Knowledge of instruction**

1. Select appropriate resources for a classroom activity (e.g., manipulatives, mathematics models, technology, other teaching tools).
2. Identify methods and strategies for teaching problem-solving skills and applications (e.g., constructing tables from given data, guess-and-check, working backwards, reasonableness, estimation).

**15 Knowledge of assessment**

1. Identify students' errors, including multiple errors that result in correct or incorrect answers (e.g., algorithms, properties, drawings, procedures).
2. Identify appropriate alternative methods of assessment (e.g., performance, portfolios, projects).

# **Music**

## **K–12**

### **Section 28**

# Music K–12

## **1 Knowledge of music theory, history, and literature**

1. Identify and discriminate between rhythmic structures (e.g., beat, meter, pattern, polyrhythms).
2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).
3. Identify and discriminate between harmonic structures and textures.
4. Identify and discriminate between standard music forms.
5. Identify and discriminate between stylistic features, principal genres, and contributions of representative composers of the traditional stylistic eras of Western music.
6. Identify and discriminate between stylistic features in American music (e.g., folk, ethnic, electronic, popular, jazz, classical).
7. Identify and discriminate between musics of other cultures.
8. Identify and interpret terms and symbols found in music scores.

## **2 Knowledge of curricula and instructional planning**

1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence.
2. Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted.
3. Identify appropriate instructional strategies for the exceptional student.
4. Identify instructional strategies for teaching music history and theory.
5. Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills).
6. Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction.
7. Identify trends and research affecting music curriculum development and instruction.
8. Identify the relationships between music, the other arts, and disciplines outside the arts.

9. Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.

### **3 Knowledge of instructional and assessment procedures**

1. Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.
2. Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.
3. Read, interpret, and identify appropriate techniques for conducting music scores.
4. Make critical judgments about expressive qualities of music performances.
5. Identify techniques for assessing and evaluating student progress.
6. Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.
7. Select strategies for implementing technology in music instruction.
8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

### **4 Knowledge of professional and instructional resources**

1. Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes.
2. Select acoustic and electronic instruments (e.g., pianos, synthesizers, guitars, keyboards) for instructional purposes.
3. Identify and select appropriate computer hardware and software for both administrative purposes and instructional applications.
4. Identify techniques and resources for advocating music education and for generating community support for school music programs.
5. Identify legal and ethical issues that impact music education (e.g., copyright, financial accountability, liability).
6. Identify resources available through professional organizations, music industry, and publications.
7. Identify procedures for student selection, recruitment, and retention, including feeder pattern articulation and placement in appropriate music courses.

## **5 Knowledge of instructional emphasis: choral**

1. Identify basic vocal diction techniques in different languages (e.g., English, Latin, Italian, Spanish, French, German).
2. Identify problems of individual vocal production and determine methods of correction.
3. Identify practices in the care and maintenance of the vocal mechanism to promote lifelong performance.
4. Classify vocal characteristics and ranges at various levels of development and maturation.
5. Identify representative repertoire for solo voices and small/large vocal ensembles at various levels of maturation and development (e.g., music lists from FVA, ACDA).
6. Identify musical problems in an ensemble performance and determine methods of correction.

## **6 Knowledge of instructional emphasis: instrumental**

1. Identify basic performance techniques for wind, string, and percussion instruments (e.g., proper playing position; embouchure; sticking, fingering, and bowing techniques).
2. Identify families of wind, percussion, and string instruments and their ranges, clefs, and transpositions.
3. Identify problems of individual tone production (e.g., embouchure, bowing, sticking, proper breath support) and determine methods of correction.
4. Identify musical problems in an ensemble performance and determine methods of correction.
5. Identify representative repertoire for solo and small/large ensembles at various levels of maturation and development (e.g., FBA, FOA, NBA, NSOA).
6. Identify practices in the care and maintenance of instruments and accessories.

## **7 Knowledge of instructional emphasis: general music**

1. Identify appropriate materials and repertoire for use at various levels of maturation and development.
2. Identify practices in the care and maintenance of classroom instruments.
3. Identify methods for incorporating creative movement in music instruction.
4. Identify techniques for teaching students how to play classroom instruments (e.g., autoharps, guitars, chromatic bells, keyboards, recorders, ukuleles, Orff, percussion instruments).

# **Physics**

## **6–12**

### **Section 32**

# Physics 6–12

## 1 Knowledge of the basic nature of physics

1. Identify the components of the scientific method (e.g., assumptions, observations, hypotheses, conclusions, laws, theories).
2. Identify potentially hazardous situations in a physics laboratory and classroom, methods of prevention, and corrective actions.
3. Identify the function and use of various common physics instruments (i.e., electrical meters, oscilloscopes, signal generators, and spectrometers).
4. Identify leading physicists and their contributions.
5. Distinguish between the four fundamental forces of nature in terms of the particles they act upon, relative distances over which they act, and their relative strengths.

## 2 Knowledge of the mathematics of physics

1. Determine if a formula could be valid based on dimensional analysis.
2. Combine vectors using graphic and trigonometric methods.
3. Determine the dot product and cross product of two vectors.
4. Report the answer of a given calculation according to the rules of significant figures.
5. Determine the propagation of error based on uncertainty in measurement.
6. Identify the precision of a given measuring device.
7. Convert between dimensional units.
8. Identify prefixes in the metric system and standard units of measure (e.g., Newtons, meters, kilowatt hours, tesla, electron volts, calories, horsepower).
9. Determine the order of magnitude of a physical quantity, based upon reasonable estimation.
10. Analyze the slope of a graph in specific regions either curved or linear, including units.
11. Analyze the area under a graph in specific regions either curved or linear, including units.
12. Convert temperature in one scale given temperature in another scale.

### **3 Knowledge of thermodynamics**

1. Solve and analyze the change in length, area, or volume due to temperature change.
2. Distinguish between the three methods of heat transfer.
3. Calculate the amount of heat transfer by conduction or radiation, given appropriate data.
4. Interpret segments of graphs of temperature vs. heat added or removed (e.g., latent heats, specific heats).
5. Solve and analyze pressure, volume, and temperature relationships using the gas laws.
6. Calculate problems based upon the first law of thermodynamics (i.e., conservation of energy).
7. Calculate work from pressure vs. volume diagrams.
8. Identify and analyze processes in pressure vs. volume diagrams (e.g., isobaric process, isothermal process, adiabatic process).
9. Determine the specific heat, latent heat, or temperatures of a substance, given appropriate calorimetric data.
10. Apply the second law of thermodynamics (entropy) to physical situations.
11. Relate temperature to kinetic molecular theory.

### **4 Knowledge of mechanics**

1. Interpret the one-dimensional motion of an object, given distance/time, velocity/time, or acceleration/time graphs.
2. Calculate distance, velocity, acceleration, or time of objects moving in one dimension.
3. Calculate distance, velocity, acceleration, or time of objects moving in two dimensions (e.g., projectile motion).
4. Relate linear kinematic equations to situations involving circular motion (e.g., tangential speed, tangential acceleration, centripetal acceleration).
5. Apply Newton's first or second laws to solve problems.
6. Apply Newton's third law to physical situations.
7. Solve and analyze conservation of momentum problems in one or two dimensions.
8. Solve problems using the impulse-momentum theorem.

9. Solve and analyze problems using Newton's universal law of gravitation.
10. Solve and analyze problems involving the effect of friction on the motion of an object.
11. Solve and analyze problems involving work, energy, and power.
12. Solve and analyze problems involving two connected masses.
13. Solve and analyze equilibrium problems involving torque.
14. Solve and analyze problems involving rotational systems in terms of angular momentum and conservation of rotational energy.
15. Solve and analyze problems involving the work-energy theorem.
16. Analyze problems involving the relationship between depth, density of fluid, and pressure.
17. Solve and analyze problems concerning the buoyant force on a submerged or floating object (e.g., Archimedes' principle).
18. Solve and analyze problems involving moving fluid (e.g., mass conservation, Bernoulli's principle).
19. Solve and analyze problems involving center of mass.
20. Analyze the forces acting on an object, using a free-body diagram.

## **5 Knowledge of vibrations, waves, and sound**

1. Identify and apply wave terminology (e.g., velocity, frequency, amplitude, wavelength, period, pitch, intensity, phase, nodes, antinodes, transverse waveforms, and longitudinal waveforms).
2. Analyze the motion of particles in a medium in the presence of transverse and longitudinal waves.
3. Identify factors that affect mechanical wave propagation and wave speed.
4. Identify and analyze characteristics and examples of simple harmonic motion (e.g., oscillating springs, vibrating strings, pendulum).
5. Analyze interference as the superposition of waves and apply to beats, standing waves, and interference patterns.
6. Solve and analyze problems involving standing waves (e.g., open or closed tube, vibrating string).
7. Interpret the decibel scale as it relates to sound intensity.

8. Apply the Doppler effect to physical situations (e.g., change in wave characteristics due to relative motion of source, media, or receiver).
9. Analyze waves as functions of position and time, using both graphical and mathematical representations, and relate to physical examples.
10. Analyze reflection and refraction of waves in physical situations.

## **6 Knowledge of light and optics**

1. Identify the evidence that the properties of light can be explained by particle and/or wave characteristics.
2. Solve and analyze refraction problems (e.g., index of refraction, Snell's law).
3. Interpret the relationships between wavelength, frequency, and velocity of light.
4. Analyze the effects of linear polarizing filters on the polarization and intensity of light.
5. Solve problems and analyze situations involving images produced by plane or curved mirrors.
6. Solve problems and analyze situations involving thin lenses.
7. Solve problems and analyze situations involving patterns produced by diffraction and interference of light (e.g., single-slit, double-slit, diffraction gratings).
8. Identify the use and characteristics of various optical instruments (e.g., eye, spectroscope, camera, telescope, microscope, corrective lenses).
9. Interpret the relationship between light intensity and distance from source (inverse square law).
10. Relate and analyze various ranges of the electromagnetic spectrum.

## **7 Knowledge of electricity and magnetism**

1. Calculate the force on a point charge due to one or more other charges.
2. Calculate the electric potential difference between two locations within an electric field.
3. Solve and analyze problems involving capacitance, with or without dielectrics.
4. Analyze electric fields due to charge configuration.
5. Analyze electric fields in terms of electric flux and Gauss' law.

6. Analyze charge distribution problems involving various shaped conductors and nonconductors.
7. Simplify series and parallel combinations of resistors or capacitors.
8. Solve and analyze problems using Ohm's law.
9. Apply Kirchoff's laws to analysis of loop DC circuits.
10. Calculate and analyze the power produced by or dissipated through a given DC circuit element.
11. Analyze and compare power dissipated in various configurations of battery-light bulb circuits (e.g., ranking brightness, change in brightness).
12. Solve and analyze problems involving resistance of a conductor using resistivity and temperature information.
13. Analyze the patterns of magnetic field lines in the presence of one or more permanent magnets.
14. Solve and analyze problems involving the direction and magnitude of the magnetic force acting on moving charges (e.g., mass spectrometer).
15. Calculate and analyze the electromagnetic force (emf) induced in a circuit when there is a change in the magnetic flux through the circuit.
16. Apply concepts and solve problems involving transformers.
17. Solve and analyze problems involving alternating currents (e.g., peak current, root mean square current, frequency, reactance, resonant frequency, impedance).
18. Identify principles and components underlying the operation of motors and generators.
19. Calculate and analyze the magnetic fields around current carrying conductors (e.g., long straight wires, loops, solenoids).

## **8 Knowledge of modern physics**

1. Solve and analyze problems based upon the energy of a photon (e.g., photoelectric effect,  $E = hf$ ).
2. Identify Einstein's postulates of special relativity and analyze their implications (e.g., Lorentz contraction, time dilation).
3. Calculate and analyze applications of Einstein's mass-energy equivalence.
4. Calculate and analyze the energy change of an atom when an electron makes an energy-level transition.

5. Distinguish between the characteristics of alpha, beta, and gamma radiation.
6. Analyze outcomes of radiation processes (e.g., conservation of charge, conservation of mass, balancing a nuclear equation).
7. Calculate the age of a radioactive source, given data (e.g., half-life, activity, remaining mass, decayed fraction).
8. Identify and differentiate between fission and fusion processes and applications.
9. Solve and analyze problems involving Heisenberg's uncertainty principle (e.g., momentum vs. position, energy, time).
10. Differentiate between the four quantum numbers in atoms and their physical significance.
11. Compare models of the atom (e.g., cloud, plum pudding, Bohr, electron).
12. Compare characteristics of subatomic particles (i.e., photons, electrons, neutrinos, neutrons, protons, quarks, antiparticles).



# **Reading K–12**

## **Section 35**

# Reading K–12\*

**\*Competencies and skills incorporate the scientifically based reading research (SBRR) and the components of Florida's formula for reading success addressing improved reading outcomes for Florida's students: 5 (phonological awareness, phonics, fluency, vocabulary, and comprehension) + 3 (assessments to include screening, diagnostics, and progress monitoring) + ii (initial instruction) + iii (immediate intensive intervention).**

## **1 Knowledge of the theories and underlying assumptions of reading processes**

1. Identify foundational theories and theorists of reading processes and development.
2. Identify instructional applications of theories of reading processes and development.

## **2 Knowledge of emergent literacy**

1. Identify the terminology and concepts of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, decoding, concepts of print, motivation, text structures, written language development).
2. Identify instructional methods for developing emergent literacy.
3. Identify characteristics of difficulties in emergent literacy development.
4. Identify methods for prevention of and intervention for emergent literacy difficulties.

## **3 Knowledge of decoding, encoding, and related reading processes**

1. Identify the processes and skills (e.g., graphophonemic, morphemic, syntactic, semantic) effective readers use for word recognition.
2. Identify the phases of word recognition within the decoding process (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, consolidated-alphabetic).
3. Identify instructional methods for promoting the development of decoding and encoding skills.

## **4 Knowledge of reading fluency development**

1. Identify the components of reading fluency (i.e., accuracy, automaticity, rate, prosody).
2. Identify appropriate instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books, readers theatre).

## **5 Knowledge of reading comprehension**

1. Identify the elements of reading comprehension (e.g., background/prior knowledge, author's purpose, vocabulary, metacognition).
2. Identify instructional methods and strategies to facilitate students' reading comprehension (e.g., predicting, summarizing, monitoring comprehension, question answering, question generating, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction).
3. Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, context clues, multiple exposures, selection of relevant words from text).
4. Identify instructional methods and strategies for developing critical thinking (e.g., application, analysis, synthesis, evaluation).

## **6 Knowledge of content area reading and learning**

1. Identify instructional approaches and strategies for developing and using content area vocabulary (e.g., semantic mapping, semantic feature analysis, categorization activities).
2. Identify text structures (e.g., cause and effect, chronological order, compare and contrast) and features (e.g., index, glossary, heading/subheading, lists) of fiction and nonfiction texts.
3. Identify instructional approaches and strategies for teaching study skills (e.g., note taking; summarizing; discussion; using reference materials, maps, and graphics).
4. Identify instructional approaches and strategies for teaching functional literacy skills (e.g., reading labels, signs, newspapers, schedules).
5. Apply instructional approaches and strategies for helping students comprehend content area texts (e.g., discussion, graphic organizers, metacognition, background knowledge).

## **7 Knowledge of literary genres, elements, and interpretations**

1. Identify the characteristics and elements of various literary genres and formats of prose and poetry (e.g., classics, multicultural literature, fables, legends, biographies).
2. Identify instructional approaches and strategies for developing literary analysis (e.g., storymapping, identifying plot structure, identifying elements of literary devices).

## **8 Knowledge of diverse learners**

1. Choose appropriate methods, including differentiating instruction, modifications, and accommodations, for meeting reading needs of diverse learners (e.g., gifted, economically disadvantaged, struggling learners, students with disabilities).

2. Choose appropriate methods, including differentiating instruction and linguistic accommodations, for meeting reading needs of English language learners (ELLs).
3. Select appropriate resources to reflect and address students' cultural and linguistic diversity.

## **9 Knowledge of reading assessments**

1. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.
2. Identify appropriate oral and written methods for assessing individual student progress (e.g., informal reading inventories, fluency probes, rubrics, running records, story retelling, portfolios).
3. Interpret data from informal and formal assessments (e.g., screening, progress monitoring, diagnostic, survey) to guide instructional decisions.
4. Use individual student reading data to differentiate instruction.
5. Evaluate the appropriateness (e.g., curriculum alignment, cultural bias, reliability/validity) of assessment instruments and practices.

## **10 Knowledge of print and nonprint media**

1. Identify criteria for selecting and evaluating both print and nonprint media (e.g., Internet, software, trade books, textbooks, DVDs, videos, interactive computing) for instructional use.
2. Identify appropriate use of print and nonprint media to match students' needs and interests within the instructional unit.

## **11 Knowledge of classroom environments that support reading**

1. Identify the characteristics and purposes of various reading programs (e.g., core reading program, supplemental reading program, intensive intervention program).
2. Identify appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.
3. Identify methods and strategies (e.g., explicit and systematic instruction, scaffolding, modeling) to integrate reading, writing, speaking, listening, viewing, and presenting across the curriculum.
4. Choose effective techniques (e.g., selecting text at the appropriate reading level, matching text to student interest, involving students in setting reading goals) for improving attitudes toward reading and for motivating students to engage in academic and personal reading.

## **12 Knowledge of research**

1. Identify characteristics (e.g., validity, reliability) of scientifically based reading research.
2. Identify findings from current reading research (e.g., National Reading Panel Report, Preventing Reading Difficulties in Young Children).
3. Identify reliable sources of reading research (e.g., peer-reviewed journals, technical reports).
4. Identify the purpose, procedure, and application of teacher action research.

## **13 Knowledge of reading program supervision and administration**

1. Identify the purposes and practices for involving family members, community members, and other professionals in reading efforts.
2. Interpret reading information, regulations, and assessment data to administrators, staff members, policy makers, media, students, parents, and the community.
3. Use school-related data to identify the content and process of ongoing high-quality staff development.
4. Select and evaluate instructional materials for reading.
5. Identify criteria for evaluating the effectiveness of a reading program.
6. Use school data and program evaluation results to identify methods to modify and improve curriculum and instruction.
7. Determine effective methods for training and monitoring paraprofessionals, tutors, and volunteers.



# **School Psychologist PK–12**

## **Section 36**

# **School Psychologist PK–12**

## **1 Knowledge of measurement theory, test construction, research, and statistics**

1. Identify theories of measurement and test construction.
2. Identify statistical concepts and terms.
3. Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).
4. Interpret research findings from psychoeducational studies.

## **2 Knowledge of data-based decision making and accountability**

1. Identify data gathering methods (e.g., checklists, records reviews, assessment instruments, interviews, behavioral observations, curriculum-based measurement) in the comprehensive evaluation process.
2. Identify appropriate methods for progress monitoring.
3. Select appropriate psychoeducational assessment instruments based on a referral question.
4. Choose evaluation methods based on a referral question.
5. Select appropriate instruments and methods for the psychoeducational assessment of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).
6. Synthesize data from multiple sources to make appropriate recommendations.

## **3 Knowledge of child and adolescent development**

1. Identify theories of cognitive and intellectual development.
2. Identify theories and principles of language, perceptual, and sensory-motor development.
3. Identify theories of personality and social-emotional development.
4. Identify principles of learning, memory, and motivation.
5. Identify characteristics of psychopathological disorders.
6. Relate the major theories of intelligence and cognition to psychoeducational practices.

**4 Knowledge of section 504 and exceptional student education**

1. Identify the characteristics of various exceptionalities and disabilities.
2. Interpret psychometric data related to identification of exceptionalities and disabilities.
3. Identify appropriate assessment procedures consistent with suspected exceptionalities and disabilities.
4. Identify federally mandated procedures in the development of an individual educational plan (IEP) and section 504 accommodation plan.
5. Identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for students with an IEP or section 504 accommodation plan.

**5 Knowledge of curriculum and instruction**

1. Identify the major principles of curriculum and instruction.
2. Identify the primary areas of reading development and instruction.
3. Identify appropriate instructional strategies for mathematics, written language, and reading.

**6 Knowledge of biological, social, and cultural bases of behavior**

1. Identify indicators and effects of substance abuse.
2. Identify indicators and effects of child abuse and other traumatic events.
3. Identify social, cultural, and ethnic factors that influence learning and behavior.
4. Identify experiential, medical, and biological factors that influence learning and behavior.
5. Identify social and cultural factors that influence language development.
6. Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).

**7 Knowledge of laws, rules, regulations, and court decisions**

1. Identify legislation related to public education.
2. Identify federal and state regulations and policies related to the practice of school psychology.
3. Identify the implications of landmark court decisions related to the practice of school psychology.

## **8 Knowledge of evidence-based interventions**

1. Identify theories and techniques of individual and family counseling.
2. Identify theories and techniques of group counseling.
3. Identify appropriate evidence-based interventions for academic and behavior problems.
4. Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.
5. Identify appropriate methods for evaluating response to interventions.
6. Identify schoolwide prevention and screening methods that address bullying, violence, and suicide.
7. Identify techniques for threat assessment and crisis intervention.

## **9 Knowledge of consultation, collaboration, and problem solving**

1. Identify appropriate theories and methods of consultation and collaboration with school personnel, parents, and other specialists in the school or community.
2. Identify stages of problem solving.
3. Identify the principles of ecological systems theory.

## **10 Knowledge of professional school psychology**

1. Identify elements of the organizational and operational structures of public schools.
2. Identify important milestones in the development of the profession of school psychology.
3. Identify professional standards of practice in school psychology.
4. Identify the guidelines for professional conduct as stated in the ethical codes of FASP, NASP, APA, and the Code of Ethics of the Education Profession in Florida.

# **Social Science**

## **6–12**

### **Section 37**

# **Social Science 6–12**

## **1 Knowledge of Geography**

1. Identify and apply the five themes of geography.
2. Identify the natural processes that shape the Earth's physical and human systems.
3. Identify physical and cultural features (e.g., communities, language, political and economic institutions).
4. Analyze and interpret geographic information from maps, charts, and graphs.

## **2 Knowledge of Economics**

1. Analyze how scarcity and opportunity cost impact choices about how to allocate resources.
2. Identify how economic systems answer the three basic economic questions.
3. Analyze the role of supply and demand in coordinating consumption, production, and distribution in a market system.
4. Analyze fundamental macroeconomic concepts such as inflation, employment, money supply, the components of gross domestic product, and the role of the stock market.
5. Analyze the role of government in market and nonmarket economies.
6. Apply the principle of comparative advantage to local, state, national, and international trade.
7. Evaluate the role of credit in a consumer economy.

## **3 Knowledge of Political Science**

1. Identify the features and principles of the United States Constitution, including the Bill of Rights, the separation of powers, checks and balances, and federalism.
2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
4. Identify the elements and functions of state and local governments in the United States.
5. Analyze the guiding concepts, principles, and consequences of U.S. foreign policy.

6. Compare elements, structures, and functions of various political systems.
7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

#### **4 Knowledge of World History**

1. Compare prehistoric cultures and early civilizations (e.g., Mesopotamia, Egypt, Indus Valley, China).
2. Compare ancient civilizations (e.g., Greek, Roman) and their impact on Western civilization.
3. Identify the cultural, political, and economic developments of African, Asian, and Mesoamerican societies.
4. Differentiate between the Middle Ages, Renaissance, and Reformation periods.
5. Identify the major contributions of Western and non-Western civilizations during the Middle Ages, Renaissance, and Reformation periods.
6. Identify the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
7. Identify the causes, events, consequences, and significant individuals associated with the Age of Exploration and global civilization.
8. Evaluate the causes, events, consequences, and significant individuals associated with the development of the nation-state and capitalism.
9. Assess the Industrial Revolution in terms of cultural, political, and economic effects in both Western and non-Western civilizations.
10. Identify the causes, events, consequences, and significant individuals associated with the Age of Revolution, including independence movements in France, Africa, Asia, and Latin America.
11. Assess the growth of nationalism and its impact on the world's social, political, and geographic development.
12. Analyze the causes and consequences of wars and military conflicts related to the world's social, political, and geographic development in the 20th century, including pogroms and genocide.
13. Analyze major contemporary world issues and trends in terms of their political, social, economic, and geographic characteristics.
14. Identify major world religions and ideologies and their impact on world events.

## **5 Knowledge of American History**

1. Analyze the direct relationship of the Age of Exploration on the colonization of the Americas, including its impact on African, Asian, European, and Native American peoples.
2. Analyze the cultural, political, and economic developments of the Americas during the Colonial Era.
3. Analyze the causes, events, consequences, and significant individuals of the Revolutionary Era.
4. Evaluate the issues associated with the Constitutional Era and the early republic.
5. Evaluate the impact of westward expansion on the cultural, political, and economic development of the emerging nation.
6. Identify the cultural, political, and economic characteristics of the antebellum era.
7. Identify causes, events, consequences, and significant individuals of the Civil War and Reconstruction eras.
8. Assess the impact of agrarianism, industrialization, urbanization, and the reform movements in the late 19th and early 20th centuries (e.g., temperance, civil rights, populism, progressivism).
9. Assess the impact of immigration on cultural, political, and economic development.
10. Identify the causes, events, consequences, and significant individuals of the World War I era.
11. Identify the cultural, political, and economic developments between World War I and World War II, including the Roaring Twenties, the Harlem Renaissance, the Great Depression, and the New Deal.
12. Identify the causes, events, consequences, and significant individuals of the World War II period.
13. Identify key causes, events, consequences, and significant individuals related to domestic and foreign affairs during the Cold War Era (1945-1991).
14. Identify causes, events, consequences, and significant individuals associated with movements for equality, civil rights, and civil liberties.
15. Identify key individuals, events, and issues related to Florida history.

## **6 Knowledge of Social Science and its methodology**

1. Identify the social science disciplines, including anthropology, psychology, and sociology.
2. Identify social science concepts (e.g., culture, class, technology, race, gender).

3. Analyze the interrelationships between social science disciplines.
4. Interpret tabular and graphic representations of information related to the social sciences.
5. Identify appropriate strategies, methods, tools, and technology for the teaching of social science.
6. Evaluate and interpret examples of primary source documents to show historical perspective.



# **Middle Grades Social Science**

## **5–9**

### **Section 38**

# **Middle Grades Social Science 5–9**

## **1 Knowledge of history**

1. Identify major historical events that are related by cause and effect.
2. Analyze examples of primary source documents for historical perspective.
3. Identify cultural, political, social, economic, and technological contributions made by civilizations in Africa; the Americas; Asia, including the Middle East; Europe; and Oceania.
4. Relate major historical events and movements to physical and human geographic factors.
5. Identify significant historical leaders and events and their influence on world civilizations.
6. Identify the causes and consequences of exploration, settlement, and growth.
7. Identify individuals, ideas, and events that have influenced economic, social, and political institutions in the United States.
8. Identify immigration and settlement patterns that have shaped the history of Florida.
9. Identify significant individuals, events, and social, political, and economic characteristics of different periods of Florida history.

## **2 Knowledge of geography**

1. Identify essential themes and elements in geography and the terms associated with them.
2. Interpret and use maps and other graphic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
3. Use mental maps to organize information about people, places, and environments.
4. Identify the factors (e.g., topographic, environmental, economic) that influence the selection of a location for a specific activity (e.g., industrial and urban development, agriculture, transportation).
5. Interpret statistics that show how places differ in their human and physical characteristics.
6. Identify cultural, political, economic, sociological, and technological characteristics that define, link, or divide regions.
7. Identify ways in which people adapt to an environment through the production and use of clothing, food, and shelter.

8. Identify the effects of human activity and technology on the environment.
9. Identify physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.
10. Identify factors contributing to the level of economic development in various geographic regions.
11. Identify examples of interdependence between regions of the world.

### **3 Knowledge of civics and government**

1. Identify the structure, function, and purpose of government.
2. Identify major concepts and content of the U.S. Constitution and other historical documents.
3. Compare and contrast the various political systems in the world (e.g., parliamentary system, federal republic, democracy, totalitarianism).
4. Identify the characteristics of the U.S. electoral system and the election process.
5. Identify the major structures and functions of federal, state, and local governments in the United States.
6. Identify the relationships between social, economic, and political institutions.
7. Identify the tenets, institutions, and processes of the U.S. legal system.
8. Identify major U.S. Supreme Court cases and their impact on society.
9. Identify the goals, conduct, and consequences of American foreign policy.
10. Identify features and concepts of international relations, including organizations such as the United Nations, OPEC, the Red Cross, the Organization of American States, and the European Union.
11. Identify the rights and responsibilities of a U.S. citizen in society.

### **4 Knowledge of economics**

1. Identify the effects of scarcity on the choices made by governments and individuals.
2. Identify the characteristics of various economic systems.
3. Identify the role of markets in decisions affecting production, distribution, and consumption.
4. Identify factors to consider when making consumer decisions.

5. Identify the advantages and disadvantages of various kinds of credit.
6. Identify factors involved in global economic interdependence and trade between nations.
7. Identify the purposes and effects of various types of taxes.

## **5 Knowledge of social science curriculum and instruction**

1. Identify examples of the interrelatedness of the social sciences.
2. Identify nontextbook resources (e.g., technology, media, community) for use in social science instruction.
3. Identify how social science content can be integrated with other areas of the curriculum.
4. Identify various assessment strategies for the social sciences.
5. Identify strategies for teaching the social sciences to both mainstream and diverse student populations.
6. Identify strategies for teaching the use of social science resources (e.g., primary source documents, charts, maps, graphs).

# **Spanish**

## **K–12**

### **Section 39**

# Spanish K–12

## **1 Proficiency in presentational and interpersonal modes of communication (Speaking)**

1. Give in Spanish a series of classroom directions presented in English.
2. Narrate, describe, or explain in past, present, and future time.
3. Express and defend an opinion.
4. Communicate on concrete topics relating to particular interests, disciplines, or current events.
5. Respond to situations of everyday life.
6. Demonstrate ability to interact (e.g., make requests, obtain information, seek assistance).

## **2 Proficiency in presentational mode of communication (Writing)**

1. Demonstrate the ability to write effectively on a specific topic (e.g., world issues, family, travel).
2. Demonstrate appropriate style for the content through vocabulary choice, tone, and idiomatic expressions.
3. Demonstrate mastery of spelling, structure, and punctuation.

## **3 Proficiency in interpretive modes of communication (Listening and Reading)**

1. Understand and interpret authentic broadcasts on nontechnical subjects.
2. Understand authentic conversations of a routine social nature concerning everyday topics and current events.
3. Understand the essential points of a discussion or speech on a topic in a special field of interest.
4. Understand verbal directions and instructions.
5. Demonstrate comprehension of written material on a common subject (e.g., sports, travel, movies, theatre, food, music).
6. Demonstrate comprehension of authentic news articles on current topics.
7. Identify main ideas in contemporary literature.

**4 Knowledge of Hispanic cultures (Spain, Latin America, and the United States)**

1. Identify patterns of social behavior and social interactions in various settings.
2. Demonstrate general knowledge of the geography, history, arts, and literatures of the Spanish-speaking world.
3. Demonstrate knowledge of similarities and differences between the various Hispanic cultures.

**5 Knowledge of language structure**

1. Identify the correct usage of verb conjugations and tense/mood selection.
2. Identify the correct usage of interrogatives (e.g., *qué* vs. *cuál*, *cómo* vs. *qué*, *dónde* vs. *adónde*).
3. Identify the correct usage of prepositions (e.g., *por*, *para*, *en*, *a*).
4. Identify the correct usage of troublesome verb pairs (e.g., *ser* vs. *estar*, *saber* vs. *conocer*, *pedir* vs. *preguntar*, *tocar* vs. *jugar*).
5. Identify the usage of correct agreement (e.g., gender, number, subject-verb).
6. Identify the correct usage of pronouns (e.g., subject, object, reflexive).
7. Identify the correct usage of adjectives (e.g., shortened, position, comparative, superlative, demonstrative).
8. Identify the correct usage of definite and indefinite articles.
9. Identify the correct usage of syntax.

**6 Knowledge of second language acquisition principles and teaching methods**

1. Identify major concepts of language acquisition.
2. Identify effective techniques (e.g., cooperative learning, use of authentic materials, interdisciplinary approaches, total physical response, task-based teaching) for teaching proficiency in interpersonal, interpretive, and presentational modes of communication.
3. Identify effective techniques for integrating culture into language instruction.
4. Identify effective techniques for teaching a culturally and academically diverse student population.

5. Identify effective use of technology (e.g., computers, videos, Internet, audio laboratories) in the acquisition of Spanish.
6. Identify various assessment alternatives for evaluating student proficiency in the three modes of communication (i.e., interpersonal, interpretive, and presentational).

# **Speech**

## **6–12**

### **Section 41**

# Speech 6–12

## **1 Knowledge of the fundamentals of effective communication**

1. Identify the components of the communication process.
2. Identify the relationship between verbal and nonverbal communication.
3. Identify differences between oral, written, and mediated (e.g., e-mail, television, World Wide Web) communication processes.
4. Identify the components of intrapersonal communication, interpersonal communication, small group discussion, public speaking, and mass communication.
5. Distinguish between fact and opinion in preparing and evaluating messages.
6. Identify positive and negative communication behaviors.
7. Identify purposes of communication.
8. Identify ethical behaviors in communication.
9. Identify the components and principles of the First Amendment.

## **2 Knowledge of the role of context in effective communication**

1. Identify the influences of context on effective communication.
2. Select communication strategies appropriate to a given context.
3. Identify the various roles of the communicator in conflict management.
4. Identify strategies for analyzing various audiences.
5. Identify criteria for selecting materials for a given communication situation.
6. Identify the effects of individual, social, and cultural diversity on communication.

## **3 Knowledge of listening skills**

1. Identify components of the listening process.
2. Distinguish between the characteristics of hearing and listening.
3. Identify the steps in the decoding process.
4. Recognize internal and external barriers to listening.

5. Distinguish between the types and purposes of listening.
6. Recognize fallacies in reasoning.
7. Identify examples of bias, prejudice, and propaganda.
8. Recognize the shared responsibilities of speakers and listeners.

#### **4 Knowledge of research skills**

1. Identify the ethical responsibilities of the researcher.
2. Identify options for conducting research.
3. Identify appropriate research strategies.
4. Identify criteria for evaluating electronic and nonelectronic sources.
5. Select appropriate sources of support materials for a specific purpose.
6. Distinguish between primary and secondary sources.
7. Identify appropriate citations of research for a speech.
8. Identify the differences between types of bibliographies.

#### **5 Knowledge of message creation for public speaking**

1. Identify the steps in speech preparation.
2. Identify types of speeches.
3. Identify the elements of audience analysis.
4. Identify the guidelines for selecting a speech topic.
5. Identify a topic that is appropriate in scope and content for a given speech situation.
6. Identify guidelines for informative, persuasive, entertaining, and special occasion speeches.
7. Identify the components of an outline.
8. Identify the components of an introduction.
9. Identify attention-gaining devices in a speech.
10. Choose the appropriate pattern of organization for the body of a speech.

11. Identify methods for concluding a speech.
12. Identify types of reasoning and persuasion strategies.

## **6 Knowledge of message delivery for public speaking**

1. Identify types of delivery.
2. Identify methods of adapting delivery to an audience.
3. Select appropriate language to enhance a speech.
4. Identify the components of vocal delivery.
5. Recognize elements of appropriate nonverbal communication for delivery.
6. Select appropriate presentation aids for a speech.

## **7 Knowledge of forensic events and techniques**

1. Identify the types of forensic events and organizations.
2. Identify terms essential to a debate.
3. Analyze a debate proposition.
4. Identify the speaking order and duties of the affirmative and negative speakers in debate formats.
5. Identify the issues and refutations of a debate from a flow sheet.
6. Identify the criteria for decision in a debate round.
7. Identify the responsibilities for coaches preparing students before a competition and managing students at a forensic event.
8. Select appropriate evaluative criteria for judging specific forensic events.

## **8 Knowledge of instructional techniques**

1. Select appropriate evaluative criteria for specific communication activities.
2. Identify techniques for improving students' delivery.

3. Recognize activities that manage communication apprehension.
4. Recognize instructional strategies and teacher behaviors that create a supportive environment in the classroom.
5. Identify strategies for improving students' listening skills.
6. Identify methods for teaching students to physically manage information.
7. Identify strategies for teaching students to self-evaluate.
8. Identify strategies for incorporating technology into instruction.
9. Identify strategies for teaching students the ability to access, analyze, evaluate, and produce media messages in various forms.
10. Identify techniques for teaching storytelling skills.

**9 Delivery of a speech with a unified message, integrating verbal and nonverbal techniques**

1. Select an appropriate thesis statement for the chosen topic.
2. Demonstrate an appropriate organizational pattern for the speech.
3. Present accurate information on the topic.
4. Employ support material related to the topic and thesis.
5. Use effective introductory, transitional, and concluding material.
6. Use language appropriate for a specific audience in a given situation.
7. Use appropriate vocal elements to enhance the message.
8. Demonstrate correct use of standard American English.
9. Use time appropriately.
10. Use appropriate eye contact and body movement.



# **Speech-Language Impaired K-12**

## **Section 42**

# **Speech-Language Impaired K–12**

## **1 Knowledge of basic communication processes**

1. Identify the anatomy of speech and hearing mechanisms, including neurological components.
2. Distinguish physiological components of the anatomical speech and hearing mechanisms, including the neurological aspects.
3. Identify terms related to articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception.
4. Identify the normal development and parameters of articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception.
5. Distinguish between communication disorders and communication differences.

## **2 Knowledge of the assessment process for students served in the school population**

1. Identify general terminology and principles of assessment.
2. Interpret data to determine strengths and weaknesses.
3. Select appropriate procedures to assess articulation; fluency; voice; and oral and written language, including pragmatics, phonology, auditory perception, and alternative and augmentative communication.
4. Select appropriate assessment procedures for culturally and linguistically diverse populations.
5. Select appropriate methods for communicating assessment information to families, professionals, related service personnel, and community agencies.

## **3 Knowledge of intervention techniques for students served in the school population**

1. Identify appropriate methodologies and strategies for use in the remediation of communication disorders in the following areas: oral and written language, pragmatics, articulation, phonology, fluency, voice, and auditory perception.
2. Identify appropriate accommodations and strategies that support students' communication in the educational environment.
3. Identify appropriate service delivery models for a variety of student needs and classroom settings.

4. Identify appropriate and effective collaboration strategies with families, professionals, related service personnel, and community agencies.
5. Select appropriate assistive technology and materials to support communication.
6. Identify methodologies and strategies that are appropriate for culturally and linguistically diverse populations.

#### **4 Knowledge of professional and legal issues**

1. Identify the major components of federal regulations related to students with disabilities.
2. Select educationally relevant individual educational plan (IEP) goals, objectives, and benchmarks for specific communication disorders.
3. Identify procedures for effective records management and data collection.
4. Identify strategies to ensure involvement of families, professionals, related service personnel, and community agencies in the management of students' communication and educational plans.
5. Identify ethical behaviors and practices for speech-language pathologists in the public school setting.
6. Identify the roles and responsibilities of speech-language pathologists in the public school setting.

#### **5 Knowledge of research and theory**

1. Identify criteria for evaluating sources of information for assessment and intervention strategies.
2. Identify leading theorists and researchers and their contributions to the field of speech-language pathology.



# **Visually Impaired K–12**

## **Section 44**

# **Visually Impaired K–12**

## **1 Knowledge of developmental growth patterns**

1. Identify cultural, familial, and environmental factors that may influence individual development.
2. Identify potential differences in concept development of motor, social, emotional, play, leisure, recreational, vocational, daily living, and communicative skills of students with visual impairments.
3. Identify learning and behavioral characteristics of students with both visual impairments and other exceptionalities.
4. Identify developmental stages for acquisition of visual skills.

## **2 Knowledge of assessment, evaluation, and diagnostic procedures**

1. Apply medical, psychoeducational, and other data obtained through the assessment process to the education of all students with visual impairments.
2. Identify formal and informal assessment procedures appropriate for students with visual impairments at all developmental levels.
3. Identify methods and materials for assessing skills in both core and expanded core curricula.
4. Identify methods and materials used to evaluate the functional vision of students.
5. Identify methods and materials used to select learning media appropriate for students with visual impairments.
6. Interpret assessment results to make recommendations to individuals involved in students' education.

## **3 Knowledge of the expanded core curriculum**

1. Identify the specialized curricular needs of students with visual impairments at all developmental levels.
2. Identify materials and instructional activities to facilitate concept development for students with visual impairments.
3. Identify written communication skills unique to students with visual impairments.
4. Identify social-emotional skills unique to students with visual impairments.

5. Identify skills and behaviors necessary for positive social interactions by students with visual impairments.
6. Identify independent living skills unique to students with visual impairments.
7. Identify basic orientation and mobility skills and concepts.
8. Identify prevocational and career education skills for students with visual impairments.
9. Identify visual efficiency skills needed by students with visual impairments.
10. Identify play, leisure, and recreational activities and appropriate adaptations for students with visual impairments.
11. Identify technology skills unique to students with visual impairments.

#### **4 Knowledge of specialized assistive devices and technology**

1. Identify appropriate assistive devices and technology relevant to students with visual impairments.
2. Identify the appropriate application of assistive devices and technology.
3. Identify optical and nonoptical devices used by students with visual impairments.

#### **5 Knowledge of instructional strategies and accommodations**

1. Identify instructional strategies for developing compensatory skills (e.g., listening, communicating, organizing, studying, using an abacus, braille reading and writing).
2. Identify instructional strategies for reinforcing basic orientation and mobility skills and concepts.
3. Identify instructional strategies for developing social interaction concepts (e.g., pragmatics, human sexuality, visual impairment, play) unique to students with visual impairments.
4. Identify instructional strategies for developing independent living skills (e.g., working with finances, cooking, personal hygiene, dressing) unique to students with visual impairments.
5. Identify instructional strategies for developing recreation and leisure skills unique to students with visual impairments.
6. Identify instructional strategies for developing career education skills and concepts unique to students with visual impairments.
7. Identify instructional strategies for using assistive devices and technology unique to students with visual impairments.

8. Identify instructional strategies for teaching visual efficiency and use of low-vision devices.
9. Identify instructional strategies for developing self-determination skills unique to students with visual impairments.
10. Identify instructional strategies for facilitating transition at all levels for students with visual impairments.
11. Identify instructional strategies for developing motor skills unique to students with visual impairments.
12. Identify instructional strategies for teaching tactile learning (e.g., tactile perception, object exploration, graphic interpretation).
13. Identify instructional strategies for teaching concept development unique to students with visual impairments.
14. Identify techniques for making accommodations across environments (e.g., school, home, community) for students with visual impairments.
15. Identify instructional strategies for developing the use of other senses for students with visual impairments.

## **6 Knowledge of collaborative approaches**

1. Identify additional personnel, resources, and services available for students with visual impairments.
2. Interpret strategies for collaborating with and providing support to a variety of personnel in the school, home, and community.
3. Identify methods for instructing others in the use of specialized materials and media for students with visual impairments.
4. Identify strategies for working with paraprofessionals who provide services or specialized materials to students with visual impairments.

## **7 Knowledge of philosophical, historical, and legal foundations**

1. Identify legislation that affects students with visual impairments.
2. Identify various societal and cultural attitudes and value systems that affect students with visual impairments and their families.
3. Identify diverse philosophical perspectives related to the implementation of education for the heterogeneous population of students with visual impairments.

4. Identify the roles and responsibilities of teachers of students with visual impairments.
5. Identify historical foundations in the provision of services to students with visual impairments.
6. Identify educational definitions, criteria for eligibility, and placement options for students with visual impairments.
7. Identify strategies for determining service delivery models and the amount of contact time for students with visual impairments.

**8 Knowledge of medical aspects of visual impairments**

1. Identify behaviors that may indicate a visual impairment.
2. Identify the characteristics and educational implications of specific visual impairments.
3. Interpret eye medical reports and other vision-related diagnostic information.
4. Identify the structures and functions of the visual system.
5. Identify components of various types of eye medical evaluations.

**9 Knowledge of exceptional student education**

1. Identify characteristics of students with exceptional learning needs.
2. Identify educational implications of additional exceptionalities.
3. Identify methods for monitoring progress of students with exceptional learning needs.
4. Identify the participants required by and the components of an IEP and an IFSP.
5. Identify appropriate, measurable goals and objectives for an IEP.

**10 Knowledge of specialized learning and literacy media**

1. Apply knowledge of the literary braille code.
2. Apply knowledge of the Nemeth code.
3. Identify methods of producing tactile graphics.
4. Apply knowledge of the abacus.

5. Identify visual, tactile, and auditory literacy tools.
6. Identify sources for the production, purchase, or loan of specialized instructional materials and equipment, including assistive technology.

**English to Speakers  
of Other Languages  
(ESOL)  
K–12**

**Section 47**

# ESOL K–12

## **1 Knowledge of heritage language and English language principles**

1. Apply principles of English phonology as they relate to language acquisition and use.
2. Apply principles of English morphology as they relate to language acquisition and use.
3. Apply principles of English semantics as they relate to language acquisition and use.
4. Apply principles of English pragmatics as they relate to language acquisition and use.
5. Apply principles of English syntax as they relate to language acquisition and use.
6. Apply principles of English discourse as they relate to language acquisition and use.
7. Analyze the grammatical structure of an English sentence.
8. Identify concepts and influences associated with social and regional varieties of English in the United States.
9. Identify the language functions of spoken and written English.
10. Identify sociolinguistic principles that have influenced the development of the English language.
11. Identify historical processes that have influenced the development of the English language.
12. Analyze phonological, morphological, semantic, pragmatic, syntactic, and discourse differences between English and other languages.

## **2 Knowledge of first and second language acquisition theories and classroom application**

1. Identify the principles of first language acquisition theories.
2. Identify the principles of second language acquisition theories.
3. Identify first and second language acquisition processes.
4. Distinguish language characteristics of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP).
5. Identify the impact of second language acquisition research on classroom instruction.
6. Identify characteristics of interlanguage that affect English language learners' (ELLs') learning outcomes.
7. Identify factors influencing, and characteristics of, bilingualism.

8. Identify the influence of cognitive factors on second language acquisition.
9. Identify the influence of affective factors on second language acquisition.
10. Identify the influence of social and educational (e.g., prior schooling, teacher expectations) factors on second language acquisition.
11. Analyze the interaction between second language acquisition and acculturation.
12. Identify sources of second language learner errors (e.g., language transfer, generalization, other communication strategies).
13. Identify the impact of heritage language phonology, morphology, semantics, and syntax on English language acquisition.

### **3 Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues**

1. Identify factors of sociolinguistic diversity that affect ELLs' learning outcomes.
2. Identify government policies that affect ELLs' participation and achievement in U.S. schools.
3. Identify political trends that have affected the education of ELLs.
4. Identify social trends that have affected the education of ELLs.
5. Analyze elements of culture and their impact on instruction.
6. Identify characteristics of different stages of the acculturation process.
7. Identify levels of cultural adaptation (e.g., assimilation, acculturation).
8. Identify ways student participation, learning, and behavior can be affected by cultural differences (e.g., religious, economic, social, family).
9. Identify methods of increasing multicultural sensitivity.

### **4 Knowledge of curriculum, curriculum materials, and resources**

1. Identify appropriate adaptations of curriculum materials according to level of language proficiency and prior knowledge.
2. Identify linguistic demands and language objectives associated with content curricula in order to provide appropriate instruction for students at varying levels of language proficiency.
3. Identify methods of scaffolding text and providing context for ELLs.

4. Identify resources that address cultural, ethnic, and linguistic differences.
5. Identify major professional organizations, publications, and resources that support ELLs' learning.
6. Identify resources that increase comprehension of text for ELLs.
7. Identify procedures for developing lesson plans for ELLs at various proficiency levels using state and national standards for teachers of English to speakers of other languages (i.e., TESOL).

## **5 Knowledge of instructional models**

1. Identify research-based models of bilingual education.
2. Identify research-based models of ESOL education.
3. Identify the criteria considered in selecting and developing an instructional model.
4. Identify major research findings (e.g., L1 maintenance, L2 acquisition) on the effectiveness of second language acquisition instructional models.

## **6 Knowledge of instructional methods and strategies**

1. Identify communication and instructional strategies that promote BICS and CALP.
2. Identify metacognitive, cognitive, and socioaffective strategies that promote second language acquisition.
3. Identify features of the natural approach and activities for various proficiency levels.
4. Identify appropriate total physical response (TPR) activities for various proficiency levels.
5. Identify features of communicative approaches and activities for teaching ESOL for various proficiency levels.
6. Identify appropriate ESOL strategies and instructional modifications for content-based instruction for various proficiency levels (e.g., Cognitive Academic Language Learning Approach [CALLA], Sheltered Instruction Observation Protocol [SIOP]).
7. Identify major researchers (e.g., Jim Cummins, Stephen Krashen, Virginia Collier and Wayne Thomas, Diane August) and their contributions to the field of second language teaching and learning.
8. Identify appropriate methods and strategies to teach language arts to ELLs.

9. Identify appropriate methods and strategies to teach language skills (i.e., listening, speaking, reading, writing).
10. Identify appropriate instructional interventions to address fossilization of language development.
11. Identify methods and strategies of differentiating instruction (e.g., providing context) for ELLs at various proficiency levels.
12. Identify methods of incorporating students' heritage languages and cultures into the existing curriculum.

## **7 Knowledge of instructional technology**

1. Identify appropriate instructional technology (e.g., CDs, DVDs, video, audio cassettes) and its use in instructing ELLs.
2. Identify the classroom implications of language learning technology and computer-mediated communication in instructing ELLs.
3. Identify the instructional implications of using synchronous and asynchronous software to promote ELLs' language acquisition.
4. Identify major research findings on the effective use of language learning technology and computer-mediated communication with ELLs.
5. Identify criteria for evaluating and adapting the use of instructional technology (e.g., software, Internet resources) to meet the needs of ELLs.

## **8 Knowledge of literacy development and classroom application**

1. Identify characteristics of reading stages for ELLs.
2. Identify characteristics of writing stages for ELLs.
3. Identify characteristics of emergent literacy.
4. Identify strategies to promote emergent literacy (e.g., nonlinguistic representations, language experience approach).
5. Identify methods of incorporating the student's heritage language literacy into second language literacy development (e.g., transferability).
6. Identify characteristics of critical literacy.
7. Identify strategies to promote critical literacy.

8. Identify appropriate methods of instructing ELLs in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
9. Identify appropriate methods for developing literacy for ELLs with limited literacy in their heritage language.
10. Identify appropriate methods for instructing ELLs in the writing process.

## **9 Knowledge of assessment**

1. Identify factors that affect the assessment of ELLs.
2. Identify appropriate formal and informal assessment tools and techniques to measure ELLs' development of oral language and literacy and academic achievement.
3. Evaluate the appropriateness (e.g., curriculum alignment, cultural and linguistic bias) of assessment instruments and practices.
4. Identify appropriate adaptations of tests, test items, and test tasks according to the student's level of English proficiency.
5. Identify statewide assessment policies and accommodations for ELLs.
6. Interpret assessment data (e.g., linguistic, academic, interlanguage data) to guide instructional decisions for ELLs.
7. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments of ELLs.

## **10 Knowledge of exceptional student education (ESE) issues related to ELLs**

1. Differentiate the characteristics of ELLs in the process of second language acquisition and acculturation from the characteristics of ELLs with disabilities.
2. Differentiate the characteristics of ELLs in the process of second language acquisition from the characteristics of ELLs with speech and language disabilities.
3. Identify appropriate strategies and interventions to be implemented prior to any formal referral of ELLs to ESE, including gifted education.
4. Identify the policies and procedures that may impact ELLs in the referral process to ESE.
5. Identify appropriate formal and informal assessments for use with ELLs referred to ESE.
6. Identify appropriate instructional strategies for ELLs in ESE.

## **11 Knowledge of federal and state mandates**

1. Identify regulations of the most recent reauthorization of the Elementary and Secondary Education Act as they apply to ELLs.
2. Identify major U.S. Supreme Court decisions (e.g., *Brown v. Board of Education*, 1954; *Lau v. Nichols*, 1974; *Plyler v. Doe*, 1982) that have affected the education of ELLs.
3. Identify major court decisions, legal agreements, legislation, and state administrative rules that have affected the education of ELLs.
4. Apply the major components and modifications of the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*, 1990, to specific situations.



# **Business Education**

## **6–12**

### **Section 51**

# **Business Education 6–12**

## **1 Knowledge of information and technological systems**

1. Identify touch keyboarding techniques.
2. Identify standard formats for business documents.
3. Identify the purposes, functions, terminology, and common features of word processing, spreadsheet, database, digital publishing, presentation, multimedia software, and communication software.
4. Identify the types of networks and their features and uses.
5. Identify hardware and software problems.
6. Identify telecommunications terminology, processes, and procedures.
7. Demonstrate knowledge of legal and ethical practices as they relate to information and technological systems.
8. Identify current programming languages.
9. Select application software appropriate for specific tasks.

## **2 Knowledge of business communications**

1. Identify resources used for researching business information.
2. Identify the rules for standard grammar and punctuation usage.
3. Select and organize the content of business documents.
4. Demonstrate knowledge of verbal and nonverbal communications.
5. Demonstrate knowledge of effective internal and external communications.

## **3 Knowledge of administrative office systems**

1. Identify rules and procedures of records management.
2. Identify appropriate mail-handling procedures.
3. Identify reprographics terminology and processes.

4. Identify health and safety issues in the workplace.
5. Identify characteristics of professional business behavior.
6. Select appropriate administrative office procedures.

#### **4 Knowledge of accounting**

1. Identify accounting concepts, terminology, and procedures.
2. Interpret and use financial data.
3. Solve business mathematics problems.
4. Distinguish between manual and computerized accounting.

#### **5 Knowledge of business management**

1. Identify management theories, functions, and procedures.
2. Identify leadership and management styles.
3. Determine organizational structure, functions, and responsibilities.
4. Identify strategies to address workplace issues.
5. Identify human resource management approaches.
6. Analyze the impact of government regulations.
7. Analyze financial data to make short-term and long-term decisions.
8. Distinguish among various marketing strategies.
9. Differentiate among the types of business ownership.
10. Identify the characteristics of entrepreneurship.
11. Identify the process of starting and maintaining a business.

#### **6 Knowledge of financial management**

1. Identify money management strategies.
2. Identify the role of credit in the U. S. economy.

3. Identify financial services and institutions.
4. Identify the impact of customer service on business.
5. Apply problem-solving skills and pertinent knowledge to consumer decisions.

## **7 Knowledge of business law**

1. Identify and interpret common legal processes, procedures, and documents.
2. Identify the major types of laws and distinguish among them.
3. Demonstrate knowledge of federal, state, and local statutes.
4. Assess organized labor strategies and the legal impact of organized labor.

## **8 Knowledge of foundations, teaching methods, and professional development**

1. Demonstrate knowledge of trends and issues affecting business technology education.
2. Demonstrate knowledge of curriculum planning and development in business technology education.
3. Demonstrate knowledge of strategies for developing and cultivating business partnerships.
4. Demonstrate knowledge of instructional and interpersonal skills that assist students in interacting constructively with others.
5. Demonstrate knowledge of effective lesson presentation and assessment techniques.
6. Identify professional publications and organizations.
7. Demonstrate knowledge of business technology education student organizations.
8. Demonstrate knowledge of online and off-line support and resources.
9. Distinguish among types of ancillary materials and relate each to specific teaching goals.
10. Identify criteria for evaluating resource materials such as software, textbooks, and audio-visuals.

## **9 Knowledge of international business**

1. Apply communication strategies for international business relations.
2. Identify the role and impact of international business activities on local economies.

3. Identify the social, cultural, political, legal, and economic factors that shape and impact the international business environment.
4. Analyze the consequences of international government regulations.
5. Identify issues in the international financial arena.
6. Distinguish among various international marketing strategies.

**10 Knowledge of career development**

1. Identify personal career management strategies and employability skills on a national and international level.
2. Demonstrate knowledge of workplace trends and issues.



# **Family and Consumer Science 6–12**

## **Section 52**

# **Family and Consumer Science 6–12**

## **1 Knowledge of families**

1. Recognize types and functions of family and household units.
2. Identify cultural influences on family life.
3. Identify stages and characteristics of the family life cycle, including changes in roles and responsibilities during each stage of the cycle.
4. Differentiate the strengths and weaknesses of diverse family structures.
5. Analyze factors that influence the quality of family relationships.
6. Identify effective communication skills.
7. Recognize the needs of and care requirements for elderly family members.

## **2 Knowledge of personality development**

1. Identify hereditary and environmental factors that affect individual growth and development.
2. Recognize theories of personality development.
3. Identify the components of self-esteem and self-concept and strategies for building self-esteem.
4. Analyze factors that contribute to a person's understanding of his or her sexuality.
5. Recognize the influence of gender and its effect on personality development.

## **3 Knowledge of decision making and problem solving**

1. Apply the decision-making process.
2. Analyze the relationship between values, goals, and decision making.
3. Identify joint decision-making skills as applied to families and groups.
4. Identify the steps in conflict resolution.

#### **4 Knowledge of marriage**

1. Identify principles and factors, including marriage laws and customs, involved in preparation for marriage.
2. Assess the effects of multiple roles on marital relationships.
3. Determine factors affecting marital relationships.
4. Analyze consequences of divorce and remarriage.

#### **5 Knowledge of preparation for parenthood**

1. Identify factors that determine readiness for parenthood.
2. Analyze economic, physical, genetic, and psychological consequences of deciding whether or not to become parents.
3. Identify the process of conception, including functions of the male and female reproductive systems.
4. Evaluate economic, social, and cultural factors as related to family planning.
5. Identify procedures, cost, effectiveness, and side effects of various methods of birth control.
6. Identify alternatives for dealing with infertility.

#### **6 Knowledge of prenatal care, fetal development, and childbirth**

1. Identify terms related to pregnancy.
2. Identify factors affecting the development of the fetus.
3. Identify elements of a plan for adequate prenatal care that includes the physical and nutritional needs of the expectant mother.
4. Identify possible complications of pregnancy, including those associated with adolescents and women over age 40.
5. Identify stages of labor and methods of childbirth.
6. Recognize the characteristics of a healthy newborn baby.
7. Identify the aspects of postnatal care for both mother and child.
8. Relate common birth defects to their causes.

## **7 Knowledge of social, emotional, physical, and intellectual development**

1. Identify the stages and characteristics of the physical development and motor control of infants.
2. Identify the stages and characteristics of brain development in infants.
3. Identify the stages and characteristics of social and emotional development of infants.
4. Identify the physical development and motor control of toddlers, including activities appropriate for their developmental levels.
5. Identify the stages and characteristics of cognitive development of toddlers and activities for promoting intellectual development.
6. Identify the stages and characteristics of social and emotional development of toddlers and methods of promoting social and emotional development.
7. Analyze techniques for specific aspects of toddler care, such as feeding, toileting, disciplining, and safety.
8. Identify the stages and characteristics of the physical development and motor control of preschoolers and activities appropriate to their developmental levels.
9. Identify the stages and characteristics of cognitive development of preschoolers and activities for promoting intellectual development.
10. Identify the stages and characteristics of social and emotional development of preschoolers and methods of promoting social and emotional development.
11. Analyze techniques for specific aspects of preschooler care, such as guidance and safety.
12. Identify the stages and characteristics of the physical development and motor control of school-aged children and activities appropriate to their developmental levels.
13. Identify stages and characteristics of cognitive development of school-aged children and activities for promoting intellectual development.
14. Identify the stages and characteristics of the social and emotional development of school-aged children.
15. Assess techniques for the care, guidance, and safety of school-aged children.
16. Recognize the stages and characteristics of the physical, emotional, social, and intellectual development of adolescents.
17. Assess the interpersonal relationships of adolescents, including dating, friendships, and family.

## **8 Knowledge of parenting**

1. Identify various parenting styles and their effects on the growth and development of the child.
2. Differentiate the roles and responsibilities of one- and two-parent families.
3. Identify characteristics of a quality childcare facility.
4. Identify communication patterns that affect parent-child relationships.
5. Analyze techniques promoting social competence in children.
6. Identify appropriate methods of recognizing and working with children who have special needs.

## **9 Knowledge of stress and crises**

1. Identify types of family crises brought about by events such as birth, aging, long-term illness, and death.
2. Interpret consequences of various crises.
3. Recognize coping skills in dealing with crises.
4. Identify causes and consequences of substance abuse.
5. Recognize types and causes of family violence.
6. Identify signs of suicidal behavior and preventative techniques.
7. Identify support systems and agencies for crisis assistance.
8. Apply stress management techniques.

## **10 Knowledge of clothing selection**

1. Identify cultural, social, and economic factors that influence the selection of clothing.
2. Apply the principles of design to garment and textile selection.
3. Analyze the psychological effects of color, design, and other factors on the selection of clothing and accessories.

## **11 Knowledge of clothing, textiles, and technology**

1. Evaluate properties and characteristics of textiles in relation to use and care.
2. Identify the effects of different types of fibers, yarns, construction, and finishes on fabrics.
3. Interpret labels on clothing and textile products.
4. Identify federal laws regarding clothing and textile products.
5. Identify guidelines for the selection, use, and care of sewing equipment.
6. Identify factors to consider when selecting patterns and fabrics.
7. Analyze techniques of pattern alteration, fabric preparation, layout, cutting, marking, construction, and pressing compatible with fabric and garment design.
8. Assess methods for care, repair, and storage of garments.
9. Evaluate garments according to standards of construction.

## **12 Knowledge of the American economic system**

1. Analyze the American economic system as it relates to the consumer.
2. Identify factors that influence pricing, including the costs of production, distribution, and selling of goods and services.
3. Identify the purposes and sources of taxation.

## **13 Knowledge of money and resource management**

1. Identify the elements of budgeting, including factors in estimating income and expenses.
2. Identify sources and procedures for establishing, using, and protecting credit.
3. Compare services provided by financial institutions.
4. Identify types of insurance coverage, benefits, and retirement programs.
5. Identify resource management principles, techniques, and processes appropriate to various stages of the life cycle.
6. Analyze the use of computers in money and resource management.

#### **14 Knowledge of consumerism**

1. Compare consumer purchasing practices for stores, catalogs, multimedia, and the Internet.
2. Evaluate products according to quality standards.
3. Identify sources of consumer information.
4. Identify guidelines for consumer shopping.
5. Identify consumer rights and responsibilities, including ecological practices.
6. Identify laws, issues, and regulations protecting the consumer.
7. Identify issues resulting from increased technology.

#### **15 Knowledge of factors affecting housing selection**

1. Analyze trends in housing affected by needs and desires of the population.
2. Identify government regulations that influence housing.
3. Identify characteristics of various types of housing.
4. Analyze factors affecting housing selections.
5. Define basic terms of standard lease and mortgage sales contracts.
6. Compare renting and buying.
7. Analyze the cost of providing for housing needs.

#### **16 Knowledge of home design features**

1. Evaluate home construction features in terms of traffic patterns, room arrangements, storage facilities, kitchen work areas, and the impact of the family life cycle.
2. Analyze home energy usage and methods for conserving energy.
3. Evaluate home construction features in terms of maintenance, repair, aesthetics and family needs.
4. Analyze interior spaces using the basic elements and principles of design.
5. Identify factors in the selection of appropriate wall, window, and floor treatments.

6. Evaluate room arrangements for efficient and effective use of furniture, architectural features, traffic paths, and focal points.
7. Select furniture styles according to design, scale, proportion, and family needs.
8. Evaluate home furnishings according to materials, workmanship, care, and family needs.
9. Identify the use of emerging technology in home design.

## **17 Knowledge of nutrition and wellness**

1. Analyze the relationship of diet, exercise, and wellness.
2. Analyze nutritional information based on the *Food Guide Pyramid* and the *Dietary Guidelines for Americans*.
3. Identify the nutrients, their primary functions, and major food sources.
4. Compare effects of age, gender, physical activity, and stress on nutritional needs.
5. Select appropriate diets for infants, young children, the middle-aged, the elderly, pregnant women, athletes, and individuals with special health problems.
6. Identify eating disorders and their effects on mental and physical health.
7. Identify nutritional deficiencies and excesses and symptoms of each.
8. Analyze the effect of addictive behaviors (e.g., smoking, alcohol, drugs) on diet and wellness.

## **18 Knowledge of meal planning and service**

1. Analyze influences of life cycle, multicultural, socioeconomic, and geographic factors on food choices.
2. Identify factors contributing to aesthetically pleasing meals.
3. Apply the principles of the *Food Guide Pyramid* and the *Dietary Guidelines for Americans* to meal planning.
4. Analyze budget and management factors to consider in planning the purchase and preparation of food.
5. Determine appropriate table settings and table services.
6. Identify appropriate mealtime etiquette.

## **19 Knowledge of principles of food selection, safety, and storage**

1. Evaluate food items using the food labeling system.
2. Interpret information conveyed in unit pricing and dating of products.
3. Identify government grades and policies as set by the U.S. Department of Agriculture (USDA), the Food and Drug Administration (FDA), and other recognized agencies.
4. Identify safety and sanitation procedures in the production, processing, handling, and storage of food.
5. Identify safety and sanitation procedures in the use of food preparation utensils and equipment.
6. Identify various food-borne illnesses and their causes.
7. Evaluate food quality in terms of product standards.
8. Identify technology used to preserve, alter, or enhance food products.
9. Analyze the effects of physical processes (such as heating, cooling, dehydrating, and crystallizing) and storage on food quality.
10. Identify the purposes, functions, and physiological effects of food additives.

## **20 Knowledge of food preparation**

1. Identify principles to consider in selection, use, and care of kitchen utensils and equipment in the home and workplace.
2. Recognize principles of organization and management in the arrangement and use of kitchen facilities and equipment.
3. Relate the physical and chemical composition of food to food preparation techniques.
4. Analyze variations in quality of finished food products.
5. Identify terms, techniques, and preparation tasks for food preparation.
6. Identify the use of emerging technology in food preparation.
7. Identify food preparation techniques for each group in the *Food Guide Pyramid*.

## **21 Knowledge of the profession**

1. Identify the integrative nature of the Home Economics field and how the areas of specialization fit together.
2. Identify career opportunities and determine effective job search strategies, such as writing résumés, writing cover letters, and interviewing.
3. Identify exploratory, practical arts, and job-preparatory courses/programs.
4. Demonstrate knowledge of national vocational legislation that has affected the development of Home Economics.
5. Recognize the significance of ethics, public policy, and cultural and global diversity for the Home Economics professional.
6. Identify student organizations and strategies for including their activities in the curriculum.
7. Identify professional organizations, journals, and publications for Home Economics.

# **Prekindergarten/Primary PK–3**

## **Section 53**

# **Prekindergarten/Primary PK–3**

## **1 Knowledge of child growth and development**

1. Identify the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.
2. Identify the sequence of development and the milestones (e.g., social-emotional, cognitive, language, physical) for the typically developing child.
3. Identify developmental alerts.
4. Identify common difficulties in emergent literacy development.
5. Identify the influences of substance abuse, physical abuse, and emotional distress on child development.
6. Identify strategies for designing and implementing instructional practices to support typically and atypically developing young children.
7. Identify the influence of brain research on theories of cognitive and social competence, the principles of how children learn, and the development and implementation of instructional strategies.
8. Recognize ways in which children's early experiences and culturally transmitted knowledge contribute to individual differences in development and learning.

## **2 Knowledge of foundations**

1. Identify theorists, theories, and benchmarks in the fields of early childhood and elementary education and their implication for the classroom teacher of young children.
2. Identify curriculum models of early childhood and elementary education programs in a variety of settings.
3. Identify the impact of federal and state laws on education in the classroom.

## **3 Knowledge of research, standards, and trends**

1. Identify professional organizations, Web sites, and scholarly journals in the field of early and elementary education.
2. Identify position statements of such organizations as the International Reading Association (IRA), Association for Childhood Education International (ACEI), National Association for the Education of Young Children (NAEYC), National Council of Teachers of Mathematics (NCTM), and the Southern Early Childhood Association (SECA) and their influence on instructional practice.

3. Identify current issues, trends, and educational innovations and legislation.
4. Identify ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community.

#### **4 Knowledge of effective practices**

1. Identify developmentally appropriate practices that guide effective instruction.
2. Identify the components of effective organization and management, such as classroom rituals, routines, and schedules.
3. Identify ways to organize furniture, equipment, materials, and other resources in an indoor and/or outdoor environment.
4. Identify the components of a print-rich environment (e.g., word walls, classroom libraries, labeled objects, student work displayed) and the impact of such an environment on classroom instruction.
5. Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.
6. Identify strategies for designing appropriate objectives and developing and implementing lesson plans.
7. Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.
8. Identify a variety of methods of flexibly grouping children for the purposes of instruction.
9. Identify methods for prevention of and intervention for common emergent literacy difficulties.
10. Identify characteristics of an integrated curriculum.
11. Identify characteristics of play relating to the child's social, emotional, and cognitive development.
12. Identify methods of observing, facilitating, and extending children's play to practice newly acquired competencies through problem solving, imitation, persistence, and creativity.
13. Identify ways to adapt and organize space, equipment, facilities, and materials to create an environment that supports early childhood curricula and the development of the whole child.

## **5 Knowledge of issues and strategies for family and community involvement**

1. Identify strategies for encouraging and facilitating family and community partnerships in all phases of school programs.
2. Identify contemporary family systems and how to provide for their needs.

## **6 Knowledge of developmentally appropriate curriculum**

1. Identify the implications of teacher read alouds and how they directly relate to the academic success of children at all grade levels.
2. Identify techniques for creating a print-rich environment (e.g., word walls, classroom libraries, labeling objects, student work displayed) reflecting diverse cultures.
3. Identify various approaches for developing prereading/early literacy skills to include oral language and listening, phonological awareness, alphabet knowledge, background knowledge, and print concepts.
4. Identify strategies that facilitate the development of effective oral language communication (e.g., vocabulary, grammar, syntax, pragmatics) and listening skills.
5. Select literature from a variety of narrative and expository text that builds language skill and concept development.
6. Identify activities that build phonemic awareness.
7. Identify strategies for instruction in letter-sound relationships (phonics).
8. Identify the processes, skills, and phases of word recognition (e.g., pre-alphabetic, partial alphabetic, full alphabetic, graphophonemic, morphemic, syntactic, semantic) that lead to decoding.
9. Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody).
10. Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.
11. Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the curriculum.
12. Identify instructional methods and strategies (e.g., summarizing, monitoring comprehension, question answering, question generating, use of graphic and semantic organizers, recognizing story structure, use multiple strategy instruction) to facilitate students' reading comprehension.
13. Identify prewriting and writing skill strategies to develop print awareness concepts, including spelling and punctuation.

14. Identify strategies that facilitate the development of literal, interpretive, and critical listening and thinking skills.
15. Identify strategies for presenting concepts for mathematical proficiency, including understanding mathematical ideas and concepts, fluent computations, problem solving, and logical reasoning progressing from concrete to semiconcrete to abstract.
16. Identify strategies, including technology, for presenting social studies processes and concepts.
17. Identify strategies, including technology, for presenting science processes and concepts.
18. Identify activities that support the development of both fine and gross motor skills.
19. Identify strategies, including technology, for presenting health, safety, and nutrition instruction, processes, and concepts.
20. Identify strategies, including technology, and processes for presenting visual arts, music, drama, and dance.

## **7 Knowledge of the diverse needs of all children and their families**

1. Identify strategies to adapt curriculum for children with diverse needs.
2. Identify the characteristics of children with diverse needs.
3. Identify ways to facilitate family support and involvement with children who have diverse needs.
4. Identify programs, curricula, and activities that provide for the language needs of children and their families who have limited English proficiency.
5. Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children.
6. Identify major trends in exceptional child education and their application in an early childhood setting.
7. Identify strategies for working with foster, migrant, abandoned, and homeless children.
8. Identify strategies for accessing health information for monitoring children's medical needs, including medications for allergies and other health impairments.

## **8 Knowledge of diagnosis, assessment, and evaluation**

1. Select developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific skills.
2. Identify procedures for accurately establishing, maintaining, and using formal and informal student records.
3. Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.
4. Identify procedures for appropriately using portfolio assessment to plan instruction that better extends the child's level of learning and interest.
5. Identify procedures and legal requirements that provide for appropriate and effective family conferences and/or home visits (in accordance with due process and confidentiality) regarding the assessment, education, growth, and development of children.

## **9 Knowledge of child guidance and classroom behavioral management**

1. Identify developmentally appropriate components of a positive and effective classroom behavioral management plan.
2. Identify developmentally appropriate positive strategies for guiding children's behavior and responding to challenging behaviors.
3. Identify learning opportunities for promoting positive self-concept, self-esteem, and prosocial and social-emotional development through interaction with others.
4. Identify developmentally appropriate conflict resolution strategies and guidelines for their implementation.
5. Identify appropriate strategies to teach character development to young children.
6. Identify the roles of early childhood professionals in collaboration with other professionals in helping children and their families cope with stressors.

# **Agriculture**

## **6–12**

### **Section 54**

# **Agriculture 6–12**

## **1 Knowledge of leadership, career opportunities, and employability skills**

1. Identify the National FFA organization mission, program of activities, career development events, awards, and degree programs.
2. Identify important events in the history of the FFA.
3. Identify the organizational structure of the FFA.
4. Identify responsibilities of FFA chapter officers and committee chairpersons.
5. Identify public speaking skills.
6. Identify the rules of parliamentary procedure.
7. Identify career opportunities in agriculture.
8. Identify skills for obtaining and maintaining employment.

## **2 Knowledge of animal science**

1. Identify livestock and companion animal terminology.
2. Identify desirable characteristics of livestock and companion animals.
3. Identify animal production systems and reproduction practices.
4. Identify animal nutrition, feedstuffs, and feeding practices.
5. Identify components of animal health, including diseases, health and sanitation practices, and veterinary terminology.
6. Identify safety practices related to animal handling.
7. Identify principles and methods of marketing animals and animal products.
8. Identify appropriate procedures for animal exhibition.
9. Identify animal anatomy and physiology.
10. Identify practices in aquatic animal production.
11. Identify practices that promote animal welfare.

### **3 Knowledge of soil science**

1. Evaluate the suitability of different types of soil for the production of various crops.
2. Identify soil formations and the classifications of soil.
3. Identify methods and procedures for soil testing.
4. Identify formulations and use of different types of fertilizer.
5. Identify methods and techniques of soil preparation, water management, and rotation in the production of crops.
6. Identify types of soil erosion and conservation practices.

### **4 Knowledge of plant science**

1. Apply basic principles of taxonomy to plant classification.
2. Identify distinguishing features of major plant groups.
3. Identify requirements for plant growth and development.
4. Identify parts of plants and their functions.
5. Identify the physiological processes in plants.
6. Identify the effects of different environmental factors on plant growth and development.
7. Identify sexual and asexual plant reproduction processes.
8. Identify basic principles of plant genetics and their application to agriculture.
9. Identify types, varieties, characteristics, and uses of economically important crops and ornamentals grown in Florida.
10. Identify procedures and techniques for selecting, planting, caring for, harvesting, and handling food crops.
11. Identify the effects of pests and nutrient deficiencies on crops, turf, and ornamentals.
12. Identify proper procedures and practices for greenhouse management.
13. Identify procedures and techniques for preparing and using different types of plant media.
14. Identify procedures and techniques for selecting and caring for ornamental crops.

15. Identify basic principles and techniques of landscape design and construction.
16. Identify proper handling and application of chemicals.

## **5 Knowledge of agricultural systems technology**

1. Identify safety practices used in an agriculture laboratory.
2. Identify common hand and power tools and their proper uses.
3. Identify the proper use of oxyacetylene welding, cutting, and metal fabrication equipment.
4. Use measurement and mathematics in agriculture applications.
5. Identify basic agricultural equipment safety practices.
6. Identify procedures for maintaining tools and equipment.
7. Identify basic principles of gas and diesel engine operation.
8. Identify facility construction and building maintenance practices.
9. Identify principles of electric controls, motors, and electricity.
10. Identify principles in managing plumbing and irrigation systems.
11. Apply principles of physics to agricultural systems.
12. Identify uses of computer technology in agriculture.

## **6 Knowledge of environmental sciences and natural resources**

1. Identify conservation practices related to renewable and nonrenewable resources.
2. Identify the hydrologic cycle in Florida.
3. Identify governmental agencies that regulate environmental and natural resources.
4. Identify the relationships within Florida ecosystems.
5. Identify positive and negative impacts of agriculture on the environment.

## **7 Knowledge of agricultural business management, economics, and marketing**

1. Identify the role and importance of the agribusiness sector in economic development.
2. Identify the input, production, and marketing sectors of the agribusiness system.

3. Identify methods of planning and organizing agribusiness enterprises.
4. Use record keeping, budgeting, and financial statements in making budgetary decisions.
5. Identify sources and uses of credit in agriculture.
6. Identify the principles of supply and demand and the economics of resource use for agricultural commodities.
7. Identify practices used in agricultural marketing and international trade.
8. Identify the roles of government agencies that serve agriculture.
9. Identify the types of supervised agriculture experience (SAE) programs and their benefits.

## **8 Knowledge of agricultural department management and professional development**

1. Identify professional publications and organizations for agricultural education.
2. Identify strategies in agricultural curriculum planning, curriculum development, and evaluation of instructional resource materials.
3. Identify the functions of agricultural education advisory committees, alumni, and community support groups.
4. Identify important legislation affecting the development of agricultural education.
5. Identify the roles of FFA, SAE, and classroom instruction in an agriculture program.
6. Identify principles of agricultural classroom and laboratory management.

## **9 Knowledge of biotechnology**

1. Identify historical milestones, advantages, and disadvantages in biotechnology.
2. Identify the parts of a cell structure and their functions.
3. Predict the characteristics and performance of offspring based upon the genetic makeup of the parents.

## **10 Knowledge of food science and systems**

1. Identify major food commodities.
2. Identify food safety issues on local, state, national, and international levels.

3. Identify beneficial microorganisms involved in the food industry.
4. Identify appropriate food-handling procedures.
5. Identify emerging techniques in food processing and preservation.
6. Identify important historical events and developments in food production.
7. Identify differences in agricultural practices employed in various regions of the world.

# **Technology Education 6–12**

## **Section 55**

# Technology Education 6–12

## **1 Knowledge of the nature and impacts of technology**

1. Identify the characteristics of technology.
2. Identify the inputs, processes, outputs, and feedback of technological systems.
3. Recognize the role of technology in developing and assessing products and systems that solve problems.
4. Identify the historical, social, cultural, economic, political, and environmental causes of technological development and change.
5. Identify the historical, social, cultural, economic, political, and environmental effects of technological development and change.
6. Identify emerging technologies (e.g., robotics, automation, nanotechnology) and their impacts on society.

## **2 Knowledge of principles of drafting and design**

1. Identify the use of drafting instruments, equipment, and materials.
2. Identify various areas of drafting.
3. Apply dimensioning, measurement, and graphing (e.g., Cartesian coordinates) skills.
4. Identify the technical skills needed for drawings (e.g., orthographic, pictorial, auxiliary view, layering, engineering, architectural).
5. Identify skills necessary for designing and building prototypes and virtual models.
6. Identify tools in using computer hardware for computer-aided drafting (CAD).
7. Identify appropriate design and problem-solving principles and procedures in drafting and design.

## **3 Knowledge of principles of engineering design**

1. Identify the basic principles of engineering.
2. Identify test equipment and data acquisition methods in engineering.
3. Identify principles of fluid, thermal, electrical, mechanical, and construction technologies.
4. Identify legal and ethical issues related to the field of engineering.

5. Identify engineering analysis and problem-solving procedures.
6. Identify appropriate design and problem-solving principles and procedures in engineering design.

#### **4 Knowledge of medical technologies**

1. Identify technological tools and their application in diagnosis, treatment, and prevention of diseases.
2. Identify technological advances in devices used to replace and repair the human body.

#### **5 Knowledge of agricultural and related biotechnologies**

1. Identify technological tools and their application in agriculture to control natural and man-made ecosystems.
2. Identify advances in technology that have increased food production for large populations.
3. Identify biotechnology applications in the areas of agriculture, pharmaceuticals, food and beverages, medicine, energy, environment, and genetic engineering.
4. Identify management techniques in agricultural systems and their effects on flora and fauna.

#### **6 Knowledge of energy and power technologies**

1. Identify origins and use of traditional and alternative energy sources (e.g., thermal, radiant, nuclear, electrical, mechanical, fluid).
2. Identify terminology of power sources (e.g., steam, diesel, internal combustion, hydraulic, pneumatic, electrical, jet, rocket, solar).
3. Identify characteristics of materials used in energy and power technologies.
4. Identify basic alternating current (AC) and direct current (DC) circuits and their components.
5. Apply Ohm's law and Kirchoff's law to basic circuits.
6. Identify the characteristics of different types of electronic circuitry (e.g., series, parallel, mixed, analog).

7. Identify the appropriate use of electronic equipment.
8. Identify appropriate design and problem-solving principles and procedures in power and energy technology.

## **7 Knowledge of information and communication technologies**

1. Identify the technological components of a communication system (i.e., source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination).
2. Identify processes of communication using symbols, measurements, conventions, icons, graphic images, and language.
3. Identify the principles of design.
4. Identify the characteristics, components, and processes of prepress operations.
5. Identify the characteristics and components of major printing processes.
6. Identify the appropriate use of digital, electronic, laser, and fiber optics technologies in communication (e.g., copyright, Web design, audio and video production, desktop publishing).
7. Identify the components and processes of photography and digital and laser image generation.
8. Identify appropriate design and problem-solving principles and procedures in information and communication technology.

## **8 Knowledge of transportation technologies**

1. Evaluate subsystems (i.e., structural, propulsion, suspension, guidance, control, and support) of transportation vehicles.
2. Select appropriate transportation systems or components for use in manufacturing, construction, communication, and agricultural technologies.
3. Identify appropriate design and problem-solving principles and procedures in transportation technology.

## **9 Knowledge of manufacturing technologies**

1. Identify the characteristics of tools, materials, and processes used in manufacturing.
2. Identify types of manufacturing industries and their characteristics.

3. Identify legal and ethical issues related to manufacturing (e.g., environmental regulations, labeling requirements).
4. Identify types and characteristics of manufacturing systems (e.g., just-in-time, continuous, custom).
5. Identify the technical knowledge related to preprocessing, processing, and postprocessing in manufacturing.
6. Identify factors affecting choices in manufacturing materials and processes.
7. Select appropriate materials based upon their properties and characteristics (e.g., strength, weight, environmental impact).
8. Identify benefits of product planning and design and the development of prototypes.
9. Identify appropriate design and problem-solving principles and procedures in manufacturing technology.

## **10 Knowledge of construction technologies**

1. Identify the requirements for designing structures.
2. Identify how maintenance, alteration, and renovation improve structures or alter their intended uses.
3. Identify materials and processes in construction.
4. Identify factors involved in estimating, bidding, and scheduling.
5. Identify the components of subsystems of a structure.
6. Identify the materials, procedures, and equipment used in installing utilities.
7. Identify the constraints (e.g., building codes) and structural forces that affect residential, commercial, and civil structures.
8. Identify appropriate design and problem-solving principles and procedures in construction technology.

## **11 Knowledge of safety and laboratory management**

1. Identify safety precautions and practices in technology education laboratories.
2. Identify student guidelines for safe, functional use, storage, and maintenance of tools, materials, and supplies.

3. Identify safety precautions and practices in preventing and extinguishing fires.
4. Identify components of a safety training plan for students.
5. Identify equipment, materials, and supplies appropriate for program objectives.
6. Identify components of a records and filing system, including an inventory of tools, supplies, equipment, and student information documents.

## **12 Knowledge of technology education and professional development**

1. Use the universal definition of technology education to distinguish it from educational technology, applied science, and other fields.
2. Identify the social, historical, and philosophical foundations of technology education leading to contemporary programs.
3. Identify the Standards for Technological Literacy.
4. Identify the roles and purposes of standards (e.g., Standards for Technological Literacy, National Educational Technology Standards, and Florida Curriculum Frameworks) in curriculum planning and instruction.
5. Distinguish between process-centered and content-centered approaches to technology education.
6. Identify ways that technology education is integrated with academic courses.
7. Identify the relationship between technology education and the characteristics of careers and career clusters in construction, medical technologies, agriculture and related biotechnologies, engineering, information and communication technologies, transportation, manufacturing, energy and power technologies, and drafting.
8. Identify components of a plan for professional development.
9. Differentiate between professional and technical development.

## **13 Knowledge of standards-based instruction**

1. Identify appropriate instructional strategies that are consistent with the Standards for Technological Literacy.
2. Identify cognitive learning processes for solving technological problems.
3. Identify appropriate instructional strategies for teaching diverse populations in technology laboratories.

4. Select appropriate instructional strategies (e.g., design brief, technology learning activities [TLAs]) for teaching technological problem-solving skills.
5. Identify components of authentic contextual learning, from design to postproject evaluation.

#### **14 Knowledge of standards-based assessment**

1. Identify the student assessment standards from Advancing Excellence in Technological Literacy.
2. Identify appropriate methods for assessing cognitive and psychomotor learning processes in technology education.
3. Identify types, characteristics, and appropriate uses of measurement instruments.
4. Identify appropriate strategies for assessing student performance.
5. Identify how assessment results can guide professional development and improve instruction.
6. Identify audiences and needs for assessment information generated from technology education programs.



# **Marketing**

## **6–12**

**Section 57**

# Marketing 6–12

## **1 Knowledge of marketing careers and employability**

1. Identify the resources for marketing career research, including educational and personal requirements, job descriptions, and career ladders.
2. Identify methods for finding job leads and securing information about marketing positions, including technology (e.g., Internet applications).
3. Identify correctly prepared job applications, cover letters, and resumes in print and electronic formats.
4. Identify successful job interview and follow-up techniques.
5. Identify acceptable work habits.

## **2 Knowledge of human relations**

1. Demonstrate knowledge of the concepts of self-understanding, self-esteem, and human relations.
2. Demonstrate knowledge of personal goal setting and time management principles.
3. Identify interpersonal skills necessary to foster positive working relationships.
4. Identify positive customer/client relations and methods of handling difficult customers, customer inquiries, and complaints.
5. Identify ethical and unethical business practices in the work environment.
6. Identify issues relating to sexual harassment in the workplace.
7. Identify appropriate behaviors related to diversity in the workplace (e.g., people of different cultures, people with special needs).

## **3 Knowledge of communications**

1. Identify principles of verbal and nonverbal communications (e.g., speaking, writing, listening, reading, body language).
2. Apply knowledge of printed and electronic business letters, business reports, and inter-departmental and company communications.
3. Identify appropriate procedures for using communication technologies in a professional manner (e.g., proper etiquette, legal considerations, ethical considerations).

4. Demonstrate knowledge of the nature and importance of employee communications (e.g., employee publications, staff meetings, e-mail, Web sites, intranet).
5. Identify modern communications technology and its impact on the field of marketing.

#### **4 Knowledge of marketing mathematics**

1. Analyze information in charts and graphs.
2. Solve sales transaction problems involving cash, charge, layaway, COD, returns, and discounts.
3. Perform marketing calculations, such as stock turnover, net sales, stock-sales ratio, mark-ups, markdowns, planned purchases, inventory overages and shortages, and open-to-buy.
4. Calculate purchase order and invoice totals and terms.
5. Analyze profit and loss statements.
6. Identify simple and compound interest.
7. Calculate break-even points.

#### **5 Knowledge of economic principles**

1. Identify economics terminology and economic activities.
2. Identify economic goods, services, and resources.
3. Identify the five types of economic utility (e.g., form, place, possession, time, information).
4. Analyze the concept of supply and demand.
5. Identify the characteristics of the different types of economic systems and how each system answers the three basic economic questions.
6. Identify the roles of profit, risk, competition, and productivity in a free enterprise system.
7. Analyze the relationship between government and business.
8. Analyze the relationship between organized labor and business.
9. Identify the components of the Gross Domestic Product and Gross National Product.
10. Analyze the phases and characteristics of business cycles.

11. Demonstrate knowledge of the issues involved in international trade (e.g., terminology, case situations, legal ramifications).
12. Identify the components of Consumer Price Index and how those components are measured.

## **6 Knowledge of marketing principles**

1. Identify marketing functions and related activities.
2. Identify and analyze marketing strategies.
3. Apply knowledge of the concept of market and market identification to business situations.
4. Identify the characteristics and functions of channels of distribution (e.g., industrial, consumer, direct, indirect, integrated).
5. Identify pricing concepts and the factors affecting selling price.
6. Identify the principles of product/service planning and the stages of the product life cycle.
7. Identify factors of a business image.
8. Demonstrate knowledge of components of a marketing mix for online and physical store locations or both (i.e., click businesses, brick-and-mortar businesses, brick-and-click businesses).

## **7 Knowledge of selling**

1. Demonstrate knowledge of the steps of the selling process: opening, questioning, substitution, demonstration, handling objections, closing, suggestion selling, and follow-up.
2. Identify key factors in building a clientele and maintaining a customer and prospect list.
3. Identify customers' buying motives.
4. Identify the process of feature and benefit selling.
5. Identify the purpose of sales quotas, sales journals, sales training, and sales-incentive programs.
6. Demonstrate knowledge of sales via Internet marketing.
7. Identify the types and roles of nonpersonal and personal sales.

## **8 Knowledge of business operations**

1. Identify the fundamentals of store security, safety, and maintenance.
2. Identify the steps of the shipping and receiving processes.
3. Identify the fundamentals of inventory control and recognize inventory variances.
4. Identify the fundamentals of credit and the factors involved in granting consumer credit.
5. Identify the types of business risks and the methods of risk management.
6. Demonstrate knowledge of and the role of outsourcing.
7. Analyze the different types of investments where business cash reserves can be placed.

## **9 Knowledge of sales promotion**

1. Demonstrate knowledge of the elements of the promotional mix and its components (e.g., public relations/publicity, display, personal selling, sales promotion, advertising).
2. Demonstrate knowledge of the factors involved in planning promotional programs.
3. Identify the role of the advertising agency.
4. Identify the types of advertising media and calculate their costs.
5. Identify the factors used in the selection and evaluation of advertising media.
6. Identify the parts of a printed advertisement.
7. Identify similarities and differences between promotional and institutional advertising.

## **10 Knowledge of product and service technology**

1. Identify sources of product and/or service information.
2. Identify grades, standards, warranties, and guarantees.
3. Identify the roles of trade journals/periodicals, professional/trade organizations, trade shows, dealer/franchise meetings, and online resources.

## **11 Knowledge of leadership and management**

1. Identify leadership or management styles (e.g., authoritarian, laissez-faire, democratic).
2. Demonstrate knowledge of human resources development functions, such as motivation, training, and evaluation.
3. Identify factors involved in employee wages, fringe benefits, and incentive programs.
4. Identify operating budget procedures.
5. Identify management's role in customer relations.
6. Identify computer applications in marketing: inventory, merchandising, data entry, and spreadsheets for decision making.
7. Identify the functions of management (e.g., planning, organizing, directing, controlling).

## **12 Knowledge of work-based experiences**

1. Identify how to develop business partners and promote work-based programs (e.g., mentoring, career shadowing, internships, cooperative work experience).
2. Identify student placement procedures: training stations, training plans, and evaluating students.
3. Demonstrate knowledge of the child labor laws.
4. Identify strategies to recruit and place student learners.
5. Demonstrate knowledge of industry certifications (e.g., IC3, MOUS, 440 Customer Service Representative).

## **13 Knowledge of program operation**

1. Identify the purposes and functions of a marketing education advisory committee.
2. Identify professional publications and organizations (e.g., *Techniques*, *Dimensions*, *Florida Trend*, *Wall Street Journal*; Florida Association of Marketing Educators [FAME], Florida Association of Career and Technical Educators [FACTE], Marketing Education Association [MEA], Association of Career and Technical Educators [ACTE], National Career Academy Coalition [NCAC]).
3. Identify current trends and terminology in marketing education.
4. Demonstrate knowledge of the purpose, operations, and goals of career student organizations (e.g., DECA: An Association of Marketing Students).

#### **14 Knowledge of entrepreneurship**

1. Recognize the elements of entrepreneurship.
2. Identify personal characteristics necessary to be a successful entrepreneur.
3. Identify the components of a plan for opening a business (e.g., form of ownership, financing, merchandising, promotion).
4. Demonstrate knowledge of the different types of business ownership.
5. Differentiate between the terms used in entrepreneurial endeavors (e.g., franchise, franchisee, franchisor, sole-proprietorship, limited liability, partnership, nonprofit, corporation).

#### **15 Knowledge of financial literacy**

1. Identify steps to balance a checkbook.
2. Identify different savings options (e.g., savings account, money market, certificate of deposit).
3. Identify differences between banks and credit unions.
4. Identify personal investment options (e.g., stocks, bonds, mutual funds, real estate, collectibles).



# **Elementary Education K–6**

**Language Arts  
Mathematics  
Social Science  
Science and Technology  
Music, Visual Arts,  
Physical Education, and Health**

## **Section 60**

# **Elementary Education K–6 Language Arts and Reading Competencies and Skills**

## **1 Knowledge of emergent literacy**

1. Identify the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, decoding, concepts of print, motivation, text structures, written language development).
2. Identify instructional methods for developing emergent literacy.
3. Identify common difficulties in emergent literacy development.
4. Identify methods for prevention of and intervention for common emergent literacy difficulties.

## **2 Knowledge of reading**

1. Identify the processes, skills, and phases of word recognition that lead to effective decoding (e.g., pre-alphabetic, partial alphabetic, full alphabetic, graphophonemic, morphemic, syntactic, semantic).
2. Identify instructional methods for promoting the development of decoding and encoding skills.
3. Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody).
4. Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.
5. Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the content areas.
6. Identify instructional methods (e.g., summarizing, monitoring comprehension, question answering, question generating, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction) to facilitate students' reading comprehension.
7. Identify essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion).
8. Identify appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.

9. Identify appropriate uses of multiple representations of information (e.g., charts, tables, graphs, pictures, print and nonprint media) for a variety of purposes.
10. Identify strategies for developing critical thinking skills (e.g., analysis, synthesis, evaluation).
11. Identify instructional methods to teach a variety of informational and literary text structures.

### **3 Knowledge of the process of constructing meaning from a variety of texts**

**Note\* Due to the incorporation of the scientifically based reading research (SBRR) and the components of Florida's formula for reading success, Competency 3 was revised in 2006, and the skills became part of Competency 2, *Knowledge of reading*.**

### **4 Knowledge of literature**

1. Identify characteristics and elements of a variety of literary genres (e.g., short stories, poetry, plays, personal narratives).
2. Identify the terminology and appropriate use of literary devices.
3. Identify and apply professional guidelines for selecting multicultural literature.
4. Identify appropriate techniques for encouraging students to respond to literature in a variety of ways.

### **5 Knowledge of writing**

1. Demonstrate knowledge of the developmental stages of writing.
2. Demonstrate knowledge of the writing process.
3. Distinguish between revising and editing.
4. Identify characteristics of the modes of writing (e.g., narrative, descriptive, expository, persuasive).
5. Select the appropriate mode of writing for a variety of occasions, purposes, and audiences.
6. Identify elements and appropriate use of rubrics to assess writing.

## **6 Knowledge and use of reading assessment**

1. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.
2. Identify oral and written methods for assessing student progress (e.g., informal reading inventories, fluency checks, think alouds, rubrics, running records, story retelling, portfolios).
3. Interpret assessment data (e.g., screening, progress monitoring, diagnostic) to guide instructional decisions.
4. Use individual student reading data to differentiate instruction.
5. Interpret a student's formal and informal assessment results to inform students and parents.
6. Evaluate the appropriateness (e.g., curriculum alignment, cultural bias) of assessment instruments and practices.

# **Elementary Education K–6 Mathematics**

Assessment of these competencies and skills will use real-world problems when feasible.

## **7 Knowledge of number sense, concepts, and operations**

1. Associate multiple representations of numbers using word names, standard numerals, and pictorial models for real numbers (whole numbers, decimals, fractions, and integers).
2. Compare the relative size of integers, fractions, and decimals, numbers expressed as percents, numbers with exponents, and/or numbers in scientific notation.
3. Apply ratios, proportions, and percents in real-world situations.
4. Represent numbers in a variety of equivalent forms, including whole numbers, integers, fractions, decimals, percents, scientific notation, and exponents.
5. Recognize the effects of operations on rational numbers and the relationships among these operations (i.e., addition, subtraction, multiplication, and division).
6. Select the appropriate operation(s) to solve problems involving ratios, proportions, and percents and the addition, subtraction, multiplication, and division of rational numbers.
7. Use estimation in problem-solving situations.
8. Apply number theory concepts (e.g., primes, composites, multiples, factors, number sequences, number properties, and rules of divisibility).
9. Apply the order of operations.

## **8 Knowledge of measurement**

1. Apply given measurement formulas for perimeter, circumference, area, volume, and surface area in problem situations.
2. Evaluate how a change in length, width, height, or radius affects perimeter, circumference, area, surface area, or volume.
3. Within a given system, solve real-world problems involving measurement, with both direct and indirect measures, and make conversions to a larger or smaller unit (metric and customary).
4. Solve real-world problems involving estimates and exact measurements.
5. Select appropriate units to solve problems.

## **9 Knowledge of geometry and spatial sense**

1. Identify angles or pairs of angles as adjacent, complementary, supplementary, vertical, corresponding, alternate interior, alternate exterior, obtuse, acute, or right.
2. Identify lines and planes as perpendicular, intersecting, or parallel.
3. Apply geometric properties and relationships, such as the Pythagorean Theorem, in solving problems.
4. Identify the basic characteristics of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions.
5. Apply the geometric concepts of symmetry, congruency, similarity, tessellations, transformations, and scaling.
6. Determine and locate ordered pairs in all four quadrants of a rectangular coordinate system.

## **10 Knowledge of algebraic thinking**

1. Extend and generalize patterns or functional relationships.
2. Interpret tables, graphs, equations, and verbal descriptions to explain real-world situations involving functional relationships.
3. Select a representation of an algebraic expression, equation, or inequality that applies to a real-world situation.

## **11 Knowledge of data analysis and probability**

1. Apply the concepts of range and central tendency (mean, median, and mode).
2. Determine probabilities of dependent or independent events.
3. Determine odds for and odds against a given situation.
4. Apply fundamental counting principles such as combinations to solve probability problems.
5. Interpret information from tables, charts, line graphs, bar graphs, circle graphs, box and whisker graphs, and stem and leaf plots.
6. Make accurate predictions and draw conclusions from data.

## **12 Knowledge of instruction and assessment**

1. Identify alternative instructional strategies.
2. Select manipulatives, mathematical and physical models, and other classroom teaching tools.
3. Identify ways that calculators, computers, and other technology can be used in instruction.
4. Identify a variety of methods of assessing mathematical knowledge, including analyzing student thinking processes to determine strengths and weaknesses.

## **Elementary Education K–6 Social Science**

### **13 Knowledge of time, continuity, and change (history)**

1. Identify major historical events that are related by cause and effect.
2. Evaluate examples of primary source documents for historical perspective.
3. Identify cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe.
4. Relate physical and human geographic factors to major historical events and movements.
5. Identify significant historical leaders and events that have influenced Eastern and Western civilizations.
6. Identify the causes and consequences of exploration, settlement, and growth.
7. Identify individuals and events that have influenced economic, social, and political institutions in the United States.
8. Identify immigration and settlement patterns that have shaped the history of the United States.
9. Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida.

### **14 Knowledge of people, places, and environment (geography)**

1. Identify the five themes of geography, including the specific terms for each theme.
2. Interpret maps and other graphic representations and identify tools and technologies to acquire, process, and report information from a spatial perspective.
3. Identify the factors that influence the selection of a location for a specific activity.
4. Identify the relationship between natural physical processes and the environment.
5. Interpret statistics that show how places differ in their human and physical characteristics.
6. Identify how conditions of the past, such as wealth and poverty, land tenure, exploitation, colonialism, and independence, affect present human characteristics of places.
7. Identify ways in which people adapt to an environment through the production and use of clothing, food, and shelter.

8. Identify how tools and technology affect the environment.
9. Identify physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.
10. Identify how transportation and communication networks contribute to the level of economic development in different regions.
11. Compare and contrast major regions of the world.

**15 Knowledge of government and the citizen (government and civics)**

1. Identify the structure, functions, and purposes of government.
2. Demonstrate knowledge of the rights and responsibilities of a citizen in the world, nation, state, and/or community.
3. Identify major concepts of the U.S. Constitution and other historical documents.
4. Identify how the legislative, executive, and judicial branches share powers and responsibility.
5. Demonstrate knowledge of the U.S. electoral system and the election process.
6. Identify the structures and functions of U.S. federal, state, and local governments.
7. Identify the relationships between social, economic, and political rights and the historical documents that secure these rights.
8. Demonstrate knowledge of the processes of the U.S. legal system.
9. Identify the roles of the United States in international relations.

**16 Knowledge of production, distribution, and consumption (economics)**

1. Identify ways that limited resources affect the choices made by governments and individuals.
2. Compare and contrast the characteristics of different economic institutions (e.g., banks, credit unions, stock markets, and the Federal Reserve).
3. Identify the role of markets from production, through distribution, to consumption.
4. Identify factors to consider when making consumer decisions.
5. Identify the economic interdependence among nations (e.g., trade, finance, and movement of labor).

6. Identify human, natural, and capital resources and how these resources are used in the production of goods and services.
7. Knowledge of instruction and assessment of the social sciences
8. Identify appropriate resources for teaching social science concepts.
9. Identify appropriate assessment methods in teaching social science concepts.

**17 Knowledge of instruction and assessment of the social sciences**

1. Identify appropriate resources for teaching social science concepts.
2. Identify appropriate assessment methods in teaching social science concepts.

# **Elementary Education K–6**

## **Science and Technology**

### **18 Knowledge of the nature of matter**

1. Identify the physical and chemical properties of matter (e.g., mass, volume, density, and chemical change).
2. Identify the characteristics of elements, compounds, and mixtures and distinguish among the states of matter (solids, liquids, and gases).
3. Identify the basic components of the atom (i.e., electrons, neutrons, protons).

### **19 Knowledge of forces, motion, and energy**

1. Apply knowledge of temperature and heat.
2. Identify the types and characteristics of contact forces (e.g., mechanical) and at-a-distance forces (e.g., magnetic, gravitational, and electrostatic).
3. Apply knowledge of simple machines to solve problems involving work.
4. Identify the properties and characteristics of sounds as they apply to everyday situations.
5. Apply knowledge of light and optics to practical applications (i.e., reflection, refraction, and diffusion).
6. Identify the regions of the electromagnetic spectrum and the relative wavelengths and energy associated with each region.
7. Identify characteristics and examples of static electricity.
8. Apply knowledge of currents, circuits, conductors, and insulators to everyday situations.
9. Identify types of magnets, their characteristics, and their applications to everyday situations.
10. Identify types of energy (e.g., chemical, electrical, nuclear, mechanical, magnetic, radiant, and solar).

## **20 Knowledge of processes that shape the Earth**

1. Identify characteristics of geologic formations, the mechanisms by which they were formed, and their relationship to the movement of tectonic plates.
2. Identify how fossils are formed and how fossils are used in interpreting the past and extrapolating to the future.
3. Interpret geologic maps, including topographic and weather maps that contain symbols, scales, legends, directions, latitudes, and longitudes.
4. Identify the major groups of rocks, examples of each, and the processes of their formation.
5. Identify atmospheric conditions (e.g., air masses, wind patterns, cloud types, and storms) and properties of air.
6. Identify the movement of water in the water cycle, including types of precipitation and causes of condensation.
7. Identify ways in which land and water interact (e.g., soil absorption, runoff, leaching, percolation, sinkholes, aquifers, and reservoirs).

## **21 Knowledge of Earth and space**

1. Identify the components of Earth's solar system and compare their individual characteristics.
2. Demonstrate knowledge of space exploration (e.g., history, purposes, and benefits).
3. Identify the phases of the moon and the moon's effect on Earth.
4. Identify Earth's orbital pattern and its effect on the seasons.

## **22 Knowledge of the processes of life**

1. Compare and contrast living and nonliving things.
2. Distinguish among microorganisms (i.e., viruses, bacteria, and protozoans).
3. Differentiate structures and functions of plant and animal cells.
4. Identify the major steps of the plant physiological processes of photosynthesis, transpiration, reproduction, and respiration.
5. Identify the structures and functions of organs and systems of animals, including humans.
6. Identify the major steps of the animal physiological processes (e.g., respiration, reproduction, digestion, and circulation).

**23 Knowledge of how living things interact with the environment**

1. Identify parts and sequences of biogeochemical cycles of common elements in the environment (e.g., carbon, oxygen, hydrogen, and nitrogen).
2. Identify causes and effects of pollution.
3. Identify the living and nonliving factors that influence population density (e.g., food, space, predators, and climate).
4. Analyze various conservation methods and their effectiveness in relation to renewable and nonrenewable natural resources.

**24 Knowledge of the nature and history of science**

1. Demonstrate knowledge of basic science processes (e.g., observing, classifying, communicating, qualifying, inferring, and predicting).
2. Apply knowledge of the integrated science processes of manipulating variables, defining operationally, forming hypotheses, measuring (metric) and graphing, and interpreting data.
3. Apply knowledge of inquiry approaches to learning science concepts.
4. Identify the appropriate laboratory equipment for specific activities.
5. Identify state safety procedures for teaching science, including the care of living organisms and the accepted procedures for the safe preparation, use, storage, and disposal of chemicals and other materials.

**25 Knowledge of the relationship of science and technology**

1. Identify the interrelationship of science and technology.
2. Identify the tools and techniques of science and technology used for data collection and problem solving.

**26 Knowledge of technology processes and applications**

1. Identify the purposes and functions of common computer software (e.g., word processor, spreadsheet, database, multimedia, communication, and publishing).
2. Identify ways technology can be used by students to represent understanding of science concepts.
3. Identify telecommunications terminology, processes, and procedures.
4. Demonstrate knowledge of legal and ethical practices as they relate to information and technological systems (e.g., copyright, privacy, and plagiarism).

# **Elementary Education K–6**

## **Music, Visual Arts, Physical Education, and Health**

### **27 Knowledge of skills and techniques in music and visual arts**

1. Identify appropriate vocal literature (e.g., age-appropriate range and vocal ability; diverse cultures, genres, and styles).
2. Identify developmentally appropriate singing techniques (e.g., posture, breath support, tone quality, and vocal range).
3. Identify correct performance techniques for rhythmic and melodic classroom instruments (e.g., nonpitched percussion, recorder, autoharp, and/or keyboard).
4. Read and interpret simple, traditional and nontraditional music notation (e.g., melodic, rhythmic, and harmonic).
5. Select safe and developmentally appropriate media, techniques, and tools to create both two-dimensional and three-dimensional works of art.
6. Identify appropriate uses of art materials and tools for developing basic processes and motor skills.

### **28 Knowledge of creation and communication in music and visual arts**

1. Identify the elements of music (e.g., rhythm, melody, form, texture, timbre, and dynamics) and ways they are used in expressing text; ideas; emotions; and settings, time, and place.
2. Demonstrate knowledge of strategies to develop creative responses through music to ideas drawn from text, speech, movement, and visual images.
3. Demonstrate knowledge of strategies to develop creative responses through art to ideas drawn from text, music, speech, movement, and visual images.
4. Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, and movement) and ways they are used in expressing text, ideas, meanings, and emotions.

**29 Knowledge of cultural and historical connections in music and visual arts**

1. Identify characteristics of style in musical selections.
2. Demonstrate knowledge of how music reflects particular cultures, historical periods, and places.
3. Identify characteristics of style in works of art.
4. Demonstrate knowledge of how visual arts reflect particular cultures, historical periods, and places.

**30 Knowledge of aesthetic and critical analysis of music and visual arts**

1. Identify strategies for developing students' analytical skills to evaluate musical performance.
2. Identify strategies for developing students' analytical skills to evaluate works of art.

**31 Knowledge of appropriate assessment strategies in music and visual arts**

1. Identify a variety of developmentally appropriate strategies and materials to assess skills, techniques, creativity, and communication in music.
2. Identify a variety of developmentally appropriate strategies and materials to assess skills, techniques, creativity, and communication in art.

**32 Knowledge of personal health and wellness**

1. Demonstrate knowledge of the interrelatedness of physical activity, fitness, and health.
2. Demonstrate basic knowledge of nutrition and its role in promoting health.
3. Identify the process of decision making and goal setting in promoting individual health and wellness.
4. Demonstrate knowledge of common health problems and risk behaviors associated with them.

**33 Knowledge of physical, social, and emotional growth and development**

1. Identify the structure, function, and interrelatedness of the systems of the human body.
2. Identify the principles of sequential progression of motor skill development.
3. Demonstrate knowledge of human growth and development and its relationship to physical, social, and emotional well-being.

4. Identify major factors associated with social and emotional health (e.g., communication skills, self-concept, fair play, conflict resolution, character development, and stress management).
5. Identify problems associated with physical, social, and emotional health.
6. Identify factors related to responsible sexual behavior.

**34 Knowledge of community health and safety issues**

1. Identify factors contributing to substance use and abuse and identify signs, symptoms, effects, and prevention strategies.
2. Demonstrate knowledge of resources from home, school, and community that provide valid health information, products, and services.
3. Identify appropriate violence prevention strategies in the home, school, and community.
4. Identify appropriate safety and injury prevention strategies in the home, school, and community.

**35 Knowledge of subject content and appropriate curriculum design**

1. Distinguish between developmentally appropriate and inappropriate instructional practices that consider the interaction of cognitive, affective, and psychomotor domains.
2. Identify various factors (e.g., environment, equipment, facilities, space, safety, and group diversity) to consider when planning physical activities.
3. Analyze the influence of culture, media, technology, and other factors when planning health and wellness instruction.

# **Exceptional Student Education K–12**

## **Section 61**

# **Exceptional Student Education K–12**

## **1 Knowledge of foundations of exceptional student education**

1. Identify state and federal legislation and case law that have affected the education of students with disabilities.
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education).
3. Identify the required components of Individual Educational Plans, Family Support Plans, and Individual Transition Plans.
4. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
5. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
6. Recognize the roles and responsibilities of IEP and child study team members.
7. Identify models of support for providing assistance in general education curricula.
8. Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.

## **2 Knowledge of assessment and evaluation**

1. Identify the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs).
3. Identify appropriate formal and informal assessments for students across disabilities.

## **3 Interpret, analyze, and apply the results of formal and informal assessments for students across disabilities.**

1. Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use.

2. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

#### **4 Knowledge of instructional practices in exceptional student education**

1. Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP content.
2. Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities.
3. Identify instructional strategies for acquisition, generalization, and maintenance of skills across real-life situations at school, at home, and in the community.
4. Select relevant general education and special skills curricula appropriate for a given student's age, instructional needs, and functional performance across settings.
5. Identify methods of accommodating and modifying assessment, instruction, and materials to meet individual student needs.
6. Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
7. Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students across disabilities to participate in a meaningful way.

#### **5 Knowledge of assessing, designing, and implementing positive behavioral supports**

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

**6 Knowledge of language development and communication skills**

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into educational settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

**7 Knowledge of skills related to teaching interpersonal interactions and participation**

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.
2. Identify methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, and in the community).
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.

**8 Knowledge of the transition process**

1. Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement).
2. Identify the essential domains of transition planning (e.g., personal/social, general community functioning, and leisure/recreational) for students with disabilities.
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired postschool outcomes.
4. Identify resources and strategies to assist students in functioning effectively in a variety of environments to which they will be transitioning.

# **Middle Grades Integrated Curriculum**

**Mathematics**  
**General Science**  
**Social Science**  
**English**

**Section 62**

# **Middle Grades Integrated Curriculum Mathematics**

## **1 Knowledge of number sense, concepts, and operations**

1. Apply ratio and proportion to solve real-world problems.
2. Solve real-world problems that involve percents, decimals, fractions, or numbers expressed in scientific and exponential notation.
3. Apply number concepts including primes, factors, and multiples to build number sequences.
4. Categorize numbers by their memberships in the various subsets of the real number system (e.g., rational, irrational, and integers).
5. Identify the use of the field properties of the real number system (e.g., associative, commutative, and distributive) in real-world situations and apply operations of real numbers.
6. Determine the greatest common factor or least common multiple in a given set of numbers.
7. Compare the relative values of fractions, decimals, percents, and other real numbers expressed in a variety of symbolic notations (e.g., square roots, scientific notation, and exponents) used in a real-world context.

## **2 Knowledge of data analysis and probability**

1. Determine whether mean, median, or mode is the most appropriate measure of central tendency in a given situation.
2. Interpret information from graphical representations (e.g., stem-leaf, box-whisker, and scatter plots; and picto-, circle, bar, and line graphs).
3. Apply experimental or theoretical probabilities to make conjectures based on data.
4. Determine the probability of occurrence or nonoccurrence of an event in a real-world context.

## **3 Knowledge of algebra**

1. Analyze and interpret relationships represented by tables, graphs, and rules.
2. Analyze functional relationships expressed as rosters, rules, graphs, and mappings.
3. Determine the solution set of a pair of linear equations or linear inequalities.

4. Solve real-world problems using graphs, equations, or inequalities.
5. Identify equations or inequalities that could be used to solve real-world and mathematics problems.
6. Generalize and/or extend patterns and relations to explain mathematical relationships (e.g., slope and coordinate geometry).
7. Translate between coordinate geometry representations and algebraic equations or inequalities.
8. Interpret or solve problems with algebraic expressions, equations, inequalities, or graphs.

#### **4 Knowledge of geometry**

1. Solve real-world problems that involve the use of the Pythagorean theorem.
2. Apply geometric properties and relationships to solve real-world and other mathematics problems.
3. Apply concepts and properties of transformational geometry (e.g., dilation, translation, rotation, and reflection)
4. Apply properties of lines (i.e., slope and midpoint), angles, triangles, quadrilaterals, and circles in solving problems.
5. Determine the measure of the interior and exterior angles of polygons.

#### **5 Knowledge of measurement**

1. Solve problems involving units of measure and convert answers to a larger or smaller unit within either the metric or customary system.
2. Solve real-world and other mathematics problems involving length, perimeter, weight/mass, capacity/volume, time, temperature, and angles, including their use in more complex situations.
3. Solve real-world problems by determining how a change in dimension (e.g., length, width, height, or radius) affects other measurements (e.g., perimeter, area, surface area, or volume).
4. Interpret scale drawings (e.g., number lines, blueprints, and maps) to solve real-world problems.
5. Relate concepts of measurement, similarity, congruence, and proportionality in a real-world context.
6. Determine the value of a fractional part of a given geometrical figure.

# **Middle Grades Integrated Curriculum**

## **General Science**

### **1 Knowledge of the nature of science**

1. Apply knowledge of science skills (e.g., observing, inferring, communicating, classifying, predicting, metric and/or SI measuring, and graphing) to real-world situations.
2. Apply knowledge of the science processes (e.g., forming hypotheses, manipulating variables, collecting data, analyzing results, and reaching conclusions) to real-world situations.
3. Apply knowledge of designing and performing investigations and using indirect evidence, models, and technology to real-world situations.
4. Identify procedures for the appropriate and safe use, care, handling, storage, and disposal of chemicals, equipment, organisms, and other laboratory materials.

### **2 Knowledge of living things and their environment**

1. Distinguish relationships between structure and function (i.e., reproduction, maintenance, growth, and regulation) in organelles, cells, and organisms.
2. Apply the principles of genetics, including mitosis and meiosis, Mendelian genetics, molecular biology (e.g., DNA, RNA, replication, and protein synthesis), and patterns of inheritance, to genetic problem solving.
3. Identify the major steps of plant and animal physiological processes (e.g., photosynthesis, transpiration, reproduction, respiration, digestion, and circulation).
4. Differentiate structures and functions of organs and organ systems of living things.
5. Identify reliable sources of health information, and concepts and behaviors related to health promotion and disease prevention.
6. Identify patterns of animal behavior (e.g., territorial, social, learned, instinctive, and communicative).
7. Identify current issues and effective methods of conservation of natural resources.
8. Identify the results of interactions of biotic and abiotic factors in the environment (e.g., population density, pollution, succession, and adaptation).
9. Identify the major characteristics of world biomes and communities and the interrelationship of the organisms within them.

### **3 Knowledge of the forces of Earth and space**

1. Identify the characteristics of geologic structures (e.g., mountains, canyons, rivers, and glaciers) and the mechanisms (e.g., plate tectonics, volcanic activity, and erosion) by which they were formed.
2. Identify how fossils are formed, the methods for determining geologic age, and how this information is used to interpret the past.
3. Analyze data to interpret and forecast weather.
4. Analyze the chemical, physical, and geological characteristics of the ocean (e.g., salinity, currents, tides, and shorelines).
5. Identify the characteristics of rocks, minerals, and soils and the mechanisms by which they were formed.
6. Identify the ways in which earth, air, and water interact (e.g., runoff, percolation, erosion, hydrologic cycle, wind patterns, and storms).
7. Identify components and pathways of biogeochemical cycles (e.g., carbon, oxygen, and nitrogen).
8. Identify components of Earth's solar system, their individual characteristics, and how they interact.
9. Identify structures in the universe (e.g., stars, black holes, galaxies, other solar systems, and quasars), their characteristics, and scientific theories of their origins.
10. Demonstrate knowledge of space travel and exploration and identify examples of their impact on society.

### **4 Knowledge of matter and energy**

1. Identify the physical and chemical properties of matter (e.g., mass, volume, density, chemical reactivity, temperature, pressure, and state).
2. Apply knowledge of the periodic table to identify the characteristics of atoms, the chemical and physical combinations of atoms, and associated representations (e.g., symbols, formulas, and equations).
3. Identify the features and characteristics of different regions of the electromagnetic spectrum.
4. Apply knowledge of energy forms (e.g., potential and kinetic), energy types (e.g., solar, electrical, magnetic, and nuclear, including fission and fusion), and energy transfer (e.g., convection, conduction, and radiation) to solve problems.

5. Apply laws of force, motion, and energy (e.g., Newton's, gas, thermodynamics, and simple and/or compound machines) to solve problems.
6. Apply knowledge of currents, circuits, conductors, insulators, and resistors to everyday situations.
7. Identify properties and behaviors of sound and light waves (e.g., wavelength, frequency, amplitude, Doppler effect, refraction, reflection, diffraction, and interference).

# **Middle Grades Integrated Curriculum**

## **Social Science 5-9**

### **1 Knowledge of history**

1. Identify major themes and historical events that are related by cause and effect (e.g., exploration, settlement, growth, and conflict).
2. Evaluate examples of primary source documents to show historical perspective.
3. Identify the cultural contributions and technological developments of Eastern and Western civilizations.
4. Identify significant historical individuals, events, and ideas that have influenced Eastern and Western civilizations.
5. Identify individuals, events, and ideas that have influenced economic, social, and political institutions in the United States.
6. Identify individuals, events, and ideas that have influenced economic, social, and political institutions in Florida.

### **2 Knowledge of geography**

1. Identify the five themes of geography and the specific terms for each theme.
2. Interpret and use maps and other graphic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
3. Identify the factors that influence the selection of a location for a specific activity.
4. Interpret statistics that show how places differ in their human and physical characteristics.
5. Identify how events of the past affect present human characteristics of places, such as wealth and poverty, land tenure, exploitation, colonialism, and independence.
6. Identify ways in which people adapt to an environment through the production and use of clothing, food, and shelter.
7. Identify physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.
8. Identify physical and cultural characteristics that define and differentiate the major regions of the world.

### **3 Knowledge of government, economics, and other social sciences**

1. Identify various societies' purposes and methods for establishing and maintaining governments.
2. Demonstrate knowledge of the rights and responsibilities of a citizen in the world, nation, state, and/or community.
3. Identify major concepts of the U.S. Constitution.
4. Compare and contrast the various political systems in the world, such as democracy, constitutional monarchy, socialism, and communism.
5. Differentiate the structures and functions of U.S. federal, state, and local governments.
6. Predict how limited resources affect the choices made by governments and individuals.
7. Compare and contrast the characteristics of various economic systems.
8. Identify the role of markets from production, through distribution, to consumption.
9. Identify concepts relative to psychology, sociology, and anthropology.

# **Middle Grades Integrated Curriculum English**

## **1 Knowledge of written and oral language**

1. Select language that is appropriate for a specific purpose.
2. Identify standard English usage, grammar, and punctuation.
3. Select statements that best develop and support a thesis.
4. Choose an organizational strategy for a specific purpose (e.g., chronological, spatial, causal, and sequential).
5. Identify appropriate modes (e.g., expository, narrative, and persuasive) to create effective discourse.
6. Select appropriate strategies and resources, including technological resources, for teaching written and oral language in all areas of the curriculum.

## **2 Knowledge of reading**

1. Identify purpose.
2. Identify inferences and conclusions.
3. Identify main idea.
4. Distinguish fact from opinion.
5. Identify valid and invalid arguments.
6. Determine cause and effect.
7. Select appropriate strategies and resources, including technological resources, for teaching reading.

## **3 Knowledge of literature**

1. Identify selections from literature, including folklore and mythology, for a variety of student interests and needs.
2. Interpret fictional and nonfictional texts representative of diverse cultures and historical periods.

3. Identify common literary elements (e.g., theme, figurative language, mood, tone, foreshadowing, and point of view).
4. Evaluate strategies that provide for a variety of responses to literature.
5. Select appropriate strategies and resources, including technological resources, for teaching literature.

**4 Knowledge of teaching language arts to middle grades students**

1. Demonstrate knowledge of the characteristics of middle grades students.
2. Apply interdisciplinary techniques within middle grades classrooms.

# **Physical Education K–12**

## **Section 63**

# **Physical Education K–12**

## **1 Knowledge of the history and philosophy of physical education as a profession**

1. Identify historical events and trends that have influenced the profession.
2. Relate goals and values for physical education to the philosophies of education that they reflect.

## **2 Knowledge of curricular theory and development**

1. Identify the characteristics of various curriculum models.
2. Identify various factors to consider in curriculum planning, such as students' time, environment, equipment, facilities, space, and community resources.
3. Identify ways that national and state documents, standards, benchmarks, trends, and philosophies can be used to design and develop curricula.
4. Identify principles of long- and short-term planning to maximize learner participation and success.
5. Identify common concepts and content within physical education and other curriculum areas that promote interdisciplinary learning.

## **3 Knowledge of instructional strategies**

1. Identify strategies and adaptations that meet the needs of a diverse student population.
2. Identify various organizational strategies that promote maximum participation.
3. Identify teaching styles, communication delivery systems, and materials that facilitate learning.
4. Identify and apply motivational theories and techniques that enhance student learning.
5. Apply developmentally appropriate instructional strategies, techniques, and teaching methods that promote student learning.
6. Identify a variety of self-assessment and problem-solving strategies inherent in reflective teaching.
7. Identify the role of feedback in facilitating learning.

**4 Knowledge of human growth, motor development, and motor learning related to physical activity**

1. Determine the relationship between human growth and development and appropriate physical activity.
2. Apply learning and human development theories to construct a positive learning environment that supports psychomotor, cognitive, and affective development.
3. Apply motor development and motor learning principles to the acquisition of motor skills.

**5 Knowledge of skill and movement principles in physical activity**

1. Identify and apply the concepts of spatial awareness, body awareness, relationships, and effort qualities as they relate to movement forms.
2. Identify the fundamental movement patterns, including locomotor, nonlocomotor, and manipulative skills, as applied to movement forms.
3. Identify sequentially progressive activities that promote the acquisition of psychomotor, cognitive, and affective skills.
4. Identify appropriate cues, prompts, and strategies for teaching motor skills.
5. Apply mechanical principles of motion to movement forms.
6. Identify strategies to develop correct skill performance.
7. Analyze the mechanics of a skill or sequence of movements and identify ways in which the performer can improve the performance.
8. Identify how components of skill-related fitness affect performance.

**6 Knowledge of health and wellness and its relationship to physical activity**

1. Analyze health-related components of physical fitness.
2. Interpret data from physical fitness assessments for diagnosis and prescription.
3. Identify personal fitness programs that incorporate health-related components.
4. Identify components of nutrition.
5. Demonstrate knowledge of the relationship of nutrition and exercise in meeting the health needs of all students.
6. Identify health risks that can be reduced by physical activity.

7. Apply basic training principles and guidelines to improve physical fitness.
8. Identify exercises that benefit the major muscle groups of the body.
9. Identify how the structure and function of the human body adapt to physical activity.
10. Identify the physiological, psychological, and sociological benefits of physical activity.
11. Identify the contributions that physical education makes to lifelong physical activity and wellness.
12. Identify community resources that promote lifelong physical activity and wellness.

**7 Knowledge of principles of social and emotional development through physical activity**

1. Identify the role physical activity can play in developing an understanding of diversity and cultural differences among people.
2. Identify the role physical activity plays in developing affective skills.

**8 Knowledge of developmentally appropriate assessment**

1. Identify assessment techniques, including authentic and traditional methods, for appropriate use within the cognitive domain.
2. Identify assessment techniques, including authentic and traditional methods, for appropriate use within the affective domain.
3. Identify assessment techniques, including authentic and traditional methods, for appropriate use within the psychomotor domain.
4. Select appropriate assessment strategies for curriculum design, lesson planning, student prescription, and program evaluation.
5. Interpret results of assessment for curriculum design, lesson planning, student prescription, and program evaluation.
6. Select methods of assessment appropriate for an inclusive environment.

**9 Knowledge of supervision, management, and laws and legislation that apply to the learning environment**

1. Identify procedures for selecting and maintaining appropriate equipment and facilities to enhance student learning.
2. Identify organizational strategies that enhance classroom management.

3. Identify supervisory and behavioral management techniques that enhance student learning.
4. Determine appropriate action for the care and prevention of injuries in physical education.
5. Identify major federal and state legislation that impacts physical education.
6. Identify areas of legal liability applicable to physical education.
7. Identify guidelines and actions that promote safety.

**10 Knowledge of appropriate rules, strategies, and terminology**

1. Apply appropriate rules and strategies of play to game and sport situations.
2. Identify terminology for various physical education activities.

**11 Knowledge of professional development and advocacy strategies**

1. Identify physical education professional organizations and activities that promote professional development.
2. Identify current professional literature, research, and other sources of information that enhance professional growth.
3. Identify ways to advocate the goals, objectives, and values of a comprehensive physical education program.

**12 Knowledge of technology**

1. Identify current technological resources for accessing information on physical activity and health.
2. Identify appropriate uses of technology in the instructional process.



# **General Knowledge Test**

**Subtests in the Following Areas:**

**English Language Skills and Essay**

**Mathematics**

**Reading**

**Section 82**

# **General Knowledge Test**

## **English Language Skills**

### **1 Conceptual and organizational skills**

1. Identify logical order in a written passage.
2. Identify irrelevant sentences.

### **2 Word choice skills**

1. Choose the appropriate word or expression in context.
2. Recognize commonly confused or misused words or phrases.
3. Recognize diction and tone appropriate to a given audience.

### **3 Sentence structure skills**

1. Recognize correct placement of modifiers.
2. Recognize parallelism, including parallel expressions for parallel ideas.
3. Recognize fragments, comma splices, and run-on sentences.

### **4 Grammar, spelling, capitalization, and punctuation skills**

1. Identify standard verb forms.
2. Identify inappropriate shifts in verb tense.
3. Identify agreement between subject and verb.
4. Identify agreement between pronoun and antecedent.
5. Identify inappropriate pronoun shifts.
6. Identify clear pronoun references.
7. Identify proper case forms.
8. Identify the correct use of adjectives and adverbs.

9. Identify appropriate comparative and superlative degree forms.
10. Identify standard spelling.
11. Identify standard punctuation.
12. Identify standard capitalization.

# **General Knowledge Test**

## **Essay**

- Determine the purpose for writing.
- Formulate a thesis or statement of main idea.
- Organize ideas and details effectively.
- Provide adequate, relevant supporting material.
- Use effective transitions.
- Demonstrate a mature command of language.
- Avoid inappropriate use of slang, jargon, and clichés.
- Use a variety of sentence patterns effectively.
- Maintain consistent point of view.
- Observe the conventions of standard American English.

# **General Knowledge Test**

## **Mathematics**

### **1 Knowledge of number sense, concepts, and operations**

1. Compare the relative value of real numbers (e.g., integers, fractions, decimals, percents, irrational numbers, and numbers expressed in exponential or scientific notation).
2. Solve real-world problems involving addition, subtraction, multiplication, and division of rational numbers (e.g., whole numbers, integers, decimals, percents, and fractions including mixed numbers).
3. Apply basic number theory concepts including the use of primes, composites, factors, and multiples in solving problems.
4. Apply the order of operations with or without grouping symbols.

### **2 Knowledge of measurement (using customary or metric units)**

1. Solve real-world problems involving length, weight, mass, perimeter, area, capacity, and volume.
2. Solve real-world problems involving rated measures (e.g., miles per hour, meters per second, cost per item, and cost per unit).
3. Solve real-world problems involving scaled drawings (e.g., maps, blueprints, and models).
4. Solve real-world problems involving the change of units of measures of length, weight, mass, capacity, and time.
5. Solve real-world problems involving estimates of measures including length, weight, mass, temperature, time, money, perimeter, area, and volume.
6. Choose the correct reading, to a specified degree of accuracy, using instruments (e.g., scales, rulers, thermometers, measuring cups, protractors, and gauges).

### **3 Knowledge of geometry and spatial sense**

1. Identify and/or classify simple two- and three-dimensional figures according to their properties.
2. Solve real-world and mathematical problems involving ratio, proportion, similarity, congruence, and the Pythagorean relationship.

3. Identify the location of ordered pairs of integers in all four quadrants of a coordinate system (graph) and use the coordinate system to apply the concepts of slope and distance to solve problems.
4. Identify real-world examples that represent geometric concepts including perpendicularity, parallelism, tangency, symmetry, and transformations (e.g., flips, slides, and turns).

#### **4 Knowledge of algebraic thinking**

1. Analyze and generalize patterns including arithmetic and geometric sequences.
2. Interpret algebraic expressions using words, symbols, variables, tables, and graphs.
3. Solve equations and inequalities graphically or algebraically.
4. Determine whether a number or ordered pair is among the solutions of given equations or inequalities.

#### **5 Knowledge of data analysis and probability**

1. Analyze data and solve problems using data presented in histograms, bar graphs, circle graphs, pictographs, tables, and charts.
2. Identify how the presentation of data can lead to different or inappropriate interpretations.
3. Calculate range, mean, median, and mode(s) from sets of data and interpret the meaning of the measures of central tendency (i.e., mean, median, and mode) and dispersion (i.e., range and standard deviation).
4. Identify how the measures of central tendency (i.e., mean, median, or mode) can lead to different interpretations.
5. Calculate the probability of a specified outcome.
6. Solve and interpret real-world problems involving probability using counting procedures, tables, tree diagrams, and the concepts of permutations and combinations.

# **General Knowledge Test Reading**

**All items are passage based.**

## **1 Knowledge of literal comprehension**

1. Recognize main ideas.
2. Identify supporting details.
3. Determine meaning of words or phrases in context.

## **2 Knowledge of inferential comprehension**

1. Determine purpose.
2. Identify overall organizational pattern.
3. Distinguish between fact and opinion.
4. Recognize bias.
5. Recognize tone.
6. Determine relationships between sentences.
7. Analyze the validity of arguments.
8. Draw logical inferences and conclusions.

